STATE OF INDIANA

Department of Public Instruction

TWENTY-EIGHTH BIENNIAL REPORT OF
THE STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

FOR THE

School Years Ending July 31, 1915, and July 31, 1916.

TRANSMITTED TO THE ASSEMBLY
JANUARY 4, 1917

FORT WAYNE PRINTING COMPANY
CONTRACTORS FOR STATE PRINTING AND BINDING
1917

THE STATE OF INDIANA,
EXECUTIVE DEPARTMENT,
December 12, 1916.

Received by the Governor, examined and referred to the Auditor of State for verification of the financial statement.

OFFICE OF AUDITOR OF STATE,
INDIANAPOLIS, DECEMBER 15, 1916.

The within report, so far as the same relates to moneys drawn from the State Treasury, has been examined and found correct.

OTTO L. KLAUSS,
Auditor of State.

December 15, 1916.

Returned by the Auditor of State, with above certificate, and transmitted to Secretary of State for publication, upon the order of the Board of of Commissioners of Public Printing and Binding.

B. B. JOHNSON,
Secretary to the Governor.

Filed in the office of the Secretary of State of the State of Indiana, December, 15, 1916.

ED. JACKSON,
Secretary of State.

Received the within report and delivered to the printer December, 15, 1916.

ED. D. DONNELL,
Clerk Printing Board.

STATE OF INDIANA,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE
ROOM 27, CAPITOL.

INDIANAPOLIS, January 4, 1917.

To the General Assembly of the State of Indiana:

GENTLEMEN—In compliance with the provisions of the law requiring the State Superintendent of Public Instruction to present to the members of the General Assembly a report of his administration of the system of public instruction I herewith transmit the twenty-eighth biennial report of this department. The report contains a brief history of the growth, the present condition of, and the outlook in education in Indiana, together with complete reports of the condition of the school funds and revenues and many other subjects of general interest to the student of educational problems.

I have the honor to remain,
Very truly yours,
CHARLES A. GREATHOUSE,
Superintendent of Public Instruction.

Disposition of This Report.

The law requires that the biennial report of the State Superintendent of Public Instruction shall be printed and distributed in the several counties, and that one copy be placed in each township library. For the disposition of the remainder, it is suggested to the county superintendents, to whom these reports will be sent, that they be disposed of as follows:

One copy to county auditor.
One copy to each county commissioner.
One copy to each trustee, whether of township, town or city.
One copy to each newspaper in the county.
The remainder as demands may indicate, to teachers and other citizens.

School officers are respectfully reminded that it is their duty to preserve all educational reports, copies of the school law and school journals, and to transmit them in good condition to their successors in office.

STATE OF INDIANA.

Department of Public Instruction

Rooms 27, 28, and 29, Capitol, Indianapolis.

DEPARTMENT REGISTER, 1915-1917

CHARLES A. GREATHOUSE,
State Superintendent of Public Instruction.

J. I. HOFFMANN,
Assistant Superintendent.

E. L. WELBORN,
Deputy Until September 15, 1916.

E. B. SARBER,
Since September 15, 1916.

M. E. ARCHER,
Clerk Until November 1, 1915.

ETHEL T. WELLMAN,
Clerk Since January 1, 1916.

NELLIE MAY YULE,
Stenographer.

ETHEL T. WELLMAN,
Manuscript Clerk Until January 1, 1916.

ELSIE L. GREEN,
Manuscript Clerk January 17, 1916, to November 1, 1916.

J. B. PEARCY,
High School Inspector.

ROSE LEE KERRIGAN,
Stenographer Until March, 1916.

ALICE R. FOX,
STENOGRAPHER SINCE JUNE 12, 1916.

W. F. BOOK,
DEPUTY SUPERINTENDENT IN CHARGE OF INDUSTRIAL AND DOMESTIC SCIENCE EDUCATION.

Z. M. SMITH,
STATE SUPERVISOR AGRICULTURAL EDUCATION.

ADELAIDE STEELE BAYLOR,
SPECIAL AGENT TO SUPERVISE DOMESTIC SCIENCE SINCE OCTOBER 1, 1915.

MRS. NELLIE M. WINCHESTER,
STENOGRAPHER.

BUREN BOUNELL,
STENOGRAPHER SINCE FEBRUARY 1, 1915.

ADELAIDE STEELE BAYLOR,
CLERK STATE BOARD OF EDUCATION AND HEAD OF THE MANUSCRIPT DEPARTMENT UNTIL JUNE 1, 1915.

JEAN BERNARD,
CLERK STATE BOARD OF EDUCATION AND HEAD OF THE MANUSCRIPT DEPARTMENT FROM JUNE 1, 1915, TO AUGUST 1, 1916.

E. C. GULLION,
CLERK STATE BOARD OF EDUCATION AND HEAD OF THE MANUSCRIPT DEPARTMENT SINCE AUGUST 1, 1916.

W. H. STONE,
CLERK STATE TEACHER'S RETIREMENT FUND BOARD SINCE AUGUST 14, 1916.

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CHAPTER I.

INDIANA SCHOOL SYSTEM

The foundations of our public school system as we all know are laid broad and deep in the constitutions which Indiana has had and in the systematic and important school legislation which from time to time has been enacted to carry out these wise constitutional provisions. It is not amiss to recall the fact that Indiana is one of the five fair sisters, carved out of the magnificient Northwest territory, which was by the Ordinance of 1787 dedicated forever to human freedom and intelligence. The first Constitution of the state and notably the Constitution of 1851 recognized this fundamental and important provision of the orginal Ordinance and imposed upon the General Assembly the obligation to establish a system of public education ascending in regular gradation from the township schools to the state university, where tuition shall be gratis and equally open to all. Thus the pioneer legislature of Indiana conceived a system of public schools to meet the entire wants of the people.

In pursance of these constitutional provisions the various General Assemblies of Indiana have by wise, thoughtful, legislation through the century created a system of public schools which in this centennial year excite the just pride and enlist the support of all patriotic and public spirited citizens. No other interest of the state is for a moment to be compared in respect to its extent, its cost to the people and its vital relation to the public welfare.

Indiana has invested in her public school property today more than twenty-five millions of dollars, nineteen thousand teachers are in these public schools and an army of more than five hundred fifty thousand children are enrolled in them. And this great system is maintained at an annual cost of about twenty-five millions of dollars. This enormous investment and this tremendous annual cost are indicative of the wide spread interest of the people of the state in their public school system. They realize that the safety, progress and perpetuity of their institutions rests upon the freedom, intelligence, morality of their citizenship. Indiana's system of schools as at present organized arrests the attention and challenges the respect of students of education

throughout the land. Our system of Kindergarten instruction, training in the grades, our wise provision for offering every boy and girl in the state the benefits of a high school education, the state's institutions of higher learning, each with its well defined field of work, and our vocational and trade schools of later origin, complete a systematic scheme of public education which may well excite the admiration and approval of the outside world.

A most important and useful auxilliary to this splendid system of schools maintained at the expense of the state is to be found in the privately endowed and privately supported institutions which have worked side by side in close sympathy and fullest cooperation with the state-supported schools. In many localities within our borders these institutions were the pioneers in educational work and side by side with the church these schools have labored incessantly and with great sacrifice to spread the benefits of intelligence and learning among the people of the state. Let us always do justice to the spirit of sacrifice and heroism which lead to the establishment and continued support and expansion of these institutions of learning.

Another most important agency in the up-building of Indiana's system of public schools is the State Board of Education. Probably no other state in the Union has so wise a provision for the state's central educational authority. As now constituted every branch and aspect of the state's school system finds adequate representation in this central Board. The state's own higher institution of learning, the County Superintendent, the grade and high schools of the large cities, representatives of the state's great industrial interests are all represented on this Board. Here is a central Board mainly of educational experts, reinforced by persons prominent in the field of industrial activity and of manufacturing interests chosen for their known qualification for assisting in the direction of the great work of education in the state. With the work of this Board you are all perfectly familiar and I know I speak the sentiments of this Board when I extend to you our cordial thanks for the genuine and hearty cooperation you have at all times extended.

So much for the origin and organization of the Indiana public school system. In these early beginnings and in the history and development of our schools, as well as in the present status of usefulness, we may all take the highest degree of satisfaction and pride. A notable fact in the public schools of the state has been their readiness to adapt themselves to changing conditions

incident to the growth and expansion of our state in every field during the century just now closing. The log house with its chink walls, its puncheon floor, clapboard roof, greased paper windows and great open fire place is one end of the room, its crude uncomfortable benches for seats has given place to the modern school which with its every convenience is a model of comfort and pleasure to the pupil. The teacher with the academic knowledge limited to the three R's has been succeeded by the modern man or woman of thorough, liberal and extensive training and education.

The century has witnessed a marvellous development in everything that has made for efficiency and stability of education. But let us not underrate the value of the education conferred upon the pioneer boy and girl by the crude schools of a century ago. They served their purpose well and were the foundations upon which later generations have reared the magnificent system of public schools of today. But we are now at the threshold of a new century of educational history. Who can foresee and foretell the progress to be made in the century to come? Prophesy is risky but it is quite within the realm of possibility, nay even probability, that the century to come will witness even greater achievements in all lines and fields of human endeavor than have characterized the century just closed,

We have twenty-three and one-half million acres of fertile hillside and valley and with the improved scientific methods of cultivation and husbandry Indiana will be capable of supporting ten million happy prosperous men and women. Her nine thousand miles of steam and electric railroad encircling every portion of the state as with a net work, may easily be several times multiplied. The manufacturing and mining interests will be increased many fold. All the appliances and conveniences of modern civilization will doubtless be added to and expanded in degrees and directions that will challenge the admiration of our citizenship.

Along what lines then shall the school seek to advance to meet the growing needs of the expanding civilization of the century now coming in? Exactly what these needs may be it is impossible to forecast but of some great guiding principle we may feel reasonably assured. It would be well for the schools in all their work to establish and maintain closer and more cordial relation with the family. Some writers have maintained that the school has its logical origin in the defects of the family. If the family

were competent to nurture and educate the child as he needs, say these writers, the necessity of the school at public expense would not exist. The soundness of this educational philosophy may well be questioned. With the mixed character of our civilization, the melting pot of the public school will always be a necessity for the security of our institutions of society and government. The family and the school must work in closer unity if the highest needs are secured in the education of the child. A disposition to shift the responsibility for the nurture and early training of the child to the school teacher has become a fact in the maintenance of our public schools. Something should be done to cause parents to feel anew their share of the responsibility in the training and education of the child. The home has not discharged its duty when, after bringing children into the world, it houses, feeds and clothes them in comfort. Habits of order, cleanliness, honesty and politeness should be initiated and measurably established in the child before he is old enough to enter the school. The great principle of obedience to law and properly constituted authority can be best taught in the home during the child's early years. The child's habits of correct speech, of industry, of respect for superiors may be and should be taught in the homes. It may safely be predicted that the schools of the future will do their work in closer harmony with the family and the home than have the schools of the past.

The feeling has very generally prevailed that the work of the school has not been closely enough related to the concrete activities of human life. Few of us have not heard the complaint that when our students leave the grades or even the High School they have little knowledge that can be turned to immediate practical account. The instruction of the school was thought to be academic and abstract, looking only to formal intellectual training and having little regard to the practical duties and occupations of life. Doubtless there was a basis of truth for these criticisms. The school and society were not closely coordinated. To close up this gap and render the schools more distinctly preparatory to the activities and vocations of life will be one of the lines of progress for our future educational work.

By means of the prevocational and vocational instruction to be given hereafter this apparent contradiction will be in a great measure overcome. It will be found that the practical instruction in these fields will in no way detract from the value of the schools as means of general culture and training but while offer-

ing as high degree of intellectual development as the abstract subjects of the past, it trains the brain and hand and body of the child to practical, useful activity as well. It will require many years for the schools to put into practical operation these new features of our educational system and their full value will not be realized until the schools contain a corps of trained and cultivated teachers in these subjects. By the active efforts and co-operation of superintendents and teachers the years to come will witness the education of a generation of children equipped and trained for the concrete practical vocations and activities of life.

Probably the severest criticism heretofore made on the work of our public schools was they have not given to the children a degree or moral and religious training which the duties of life require. This is a large field and any comprehensive discussion of it would alone require much space. It may be said, however, that upon this question very wide divergence of opinion and view prevails. Our critics are apt to forget that the schools are only one of many educational agencies and that they cannot be held responsible for all the intellectual and moral defects of the pupils. The school by the very nature of its work is a strong agency for the moral development of the child. When the child enters school at the age of six years he becomes a part of an organization in which all members have equal rights and privileges, and the same general duties. The laws of the school require the child to be prompt and regular in his attendance, obedient to the teacher's authority, polite and considerate, just and even tempered. These are all strongly educative of the child's moral nature. If no positive moral instruction were given of any kind it would still be true that six, eight or twelve years of life in the school organization would make strongly for the development of the child's moral life. The habits of industry, attention, obedience formed during these years could not fail to be carried more or less fully into the practical world when he leaves the school, and they would more or less constitute the rules and practices of his life with his fellowmen in the world and society. It is true, however, that the schools of the future will seek to impress more strongly and deeply upon the children they teach the great duties of human life, their obligations to justice and fairness to their fellows, their patriotic duties to the state and their obligations to society at large. It is not probable that the public schools as an institution will ever be permitted to give distinctive, positive religious instruction, at least not in the form of

theological dogma. This would offend the sentiments of a large class of the supporters of the public schools and would impose upon the teacher a most delicate, if not an altogether impossible task. Notwithstanding this it may safely be predicted that the schools in the years to come will seek to cultivate in the minds of the children sentiments of reverence and respect for the highest sanctities of life. This indeed may be counted the overshadowing need of our present civilization. What the world needs supremely today is not intellectual power for its own sake, not practical skill in the common activities of life, but decency, womanly character, reverence and respect for the sacred things of life. That the schools of the future will recognize more fully the place of these great sentiments and principles of life can hardly be doubted.

In this larger vision of educational progress in Indiana in the years to come the County Superintendents are to have a conspicuous and important place. The great majority of the boys and girls are trained in the schools of the rural communities and smaller towns and with these schools, as well as those of the larger cities, with few exceptions, the County Superintendents are in constant relation. The final determination of the scholarship and fitness of the teachers that do the actual work in these schools is under the jurisdiction of the County Superintendents. The County Superintendent tests their scholastic preparation and passes upon the experiences and successes of these teachers. The Superintendent visits the schools, inspects the work and knows in a first-hand direct way what are the qualifications of the teachers, and their weaknesses and successes in the school room. Probably no other agency in the state is in such direct contact with the actual work that goes on in the school room as the County Superintendent. The people and the tax payers look to the County Superintendents to secure for them competent, well-informed, successful teachers for the instruction and guidance of their children. I believe that in the years to come there will be more general recognition of this important department in our educational system. County Superintendents will be rated at their true worth and they will have, as they should, a compensation and a recognition more adequate with the dignity and responsibility of the offices they fill.

CHARLES A. GREATHOUSE.

DETAILS OF OFFICE AND TRAVELING EXPENSES, 1914-15 AND 1915-16.

RECEIPTS.

	1914–15	*1915–16*
Appropriation	$2,000.00	$2,000.00

DISBURSEMENTS.

Express	$583.53	$471.54
Postage	405.15	504.37
Telephone	229.35	224.98
Telegraph	69.23	123.34
American Toilet Supply Co. (office towels)	9.95	6.80
Sanitary Towel Service	.....	11.25
Remington Typewriter	47.90	.....
Munson Rubber Typewriter Keys	7.00	3.50
One Drop Line Indicator—copy holder	5.00	.....
Indianapolis Electric Co.—phone bracket	6.00	.....
Framing picture	1.25	3.00
Aetna Cabinet Company—desk	35.70	.....
Repairs on Neostyle	9.00	.....
Service for compiling reports	6.50	.....
Typewriter repairs	.....	1.35
New blades for pencil sharpener	.....	.75
Mimeograph	.....	90.00
Mimeograph Supplies	.....	90.54
Voorhees' Public School Law	.....	5.00
Traveling expenses	546.27	113.69
Total	$1,961.83	$1,650.11
Returned to State	$38.17	$349.89

RECEIPTS AND DISBURSEMENTS OF MANUSCRIPT FEES, OCTOBER 1, 1914 TO OCTOBER 1, 1915.

Balance on hand October 1, 1914	$13,170.19

RECEIPTS.

1914	
September	$202.00
October	20.00
November	8.00
December	11.00
1915	
January	1,778.50
February	1,626.50
March	1,349.00
April	1,354.00
May	1,354.00
June	1,577.50
July	1,289.00
August	534.50
Total of balance and receipts (Superintendent's record)	$24,274.19
Special Item—	
Life State fees, May 14, 1915, not entered on manuscript record, but credited by Auditor	65.00
Total of balance and receipts	$24,339.19

DISBURSEMENTS.

1914	
September	$296.05
October	292.16
November	354.17
December	256.67
1915	
January	871.37
February	937.23
March	790.43
April	776.27
May	740.39
June	895.15
July	849.27
August	401.39
Total disbursements	$7,460.55
Balance on hand September 30, 1915	$16,878.64

An itemized record of all receipts and disbursements is kept in this office.

RECEIPTS AND DISBURSEMENTS OF MANUSCRIPT FEES, OCTOBER 1, 1915 TO OCTOBER 1, 1916.

Balance on hand October 1, 1915	$16,878.64

RECEIPTS.

1915	
September	$6.00
October	337.25
November	1.00
December	.....
1916	
January	1,930.00
February	.....
March	2,418.00
April	2,037.75
May	1,590.00
June	1,728.75
July	1,634.50
August	914.75
Total of balance and receipts	$29,476.64
Special Item—	
Life State fees June 30, 1916, not entered on manuscript record but credited by the Auditor	80.00
Total of balance and receipts	$29,556.64

DISBURSEMENTS.

1915	
September	$210.83
October	306.47
November	522.93
December	224.33
1916	
January	836.99
February	220.83
March	1,137.95
April	1,177.82
May	862.09
June	903.55
July	818.59
August	665.63
September	355.17
Total disbursements	$8,243.18
Balance on hand September 30,1916	$21,313.46
In hands of State Treasurer	$18,967.08
In hands of State Superintendent October 1, 1916	$2,346.38

NUMBER AND KIND OF LICENSES ISSUED DURING THE YEARS 1915-1916 WERE AS FOLLOWS:

1915

Twelve months' common school licenses	1,347
Twenty-four months' common school licenses	471
Thirty-six months' common school licenses	112
Primary licenses	355
High School licenses	2,534
Supervisors' licenses—	
Drawing	516
Music	595
Domestic Science	830
Industrial Arts	233
Physical Training	43
Kindergarten	151
Agriculture	64
Machine Shop	1
Mechanical Drawing	1
Total	7,253

1916

Twelve months' common school licenses	1,215
Twenty-four months' common school licenses	512
Thirty-six months' common school licenses	95
Primary licenses	557
High School licenses	4,429
Supervisors' licenses—	
Drawing	475
Music	537
Domestic Science	805
Industrial Arts	237
Physical Training	41
Kindergarten	145
Agriculture	103
Printing	2
Penmanship	3
Total	9,156

Prevocational certificates issued in 1915	2,215
Prevocational certificates issued in 1916	108

Beginning with January, 1916, prevocational certificates were issued only to applicants holding valid twenty-four months' licenses and licenses of higher grades issued prior to January 1, 1916. Other applicants for prevocational certificates were required to take these subjects in connection with the regular common school examination, and the licenses issued included these subjects.

CHAPTER II.

STATE EDUCATIONAL SCHOOL ADMINISTRATIVE AGENCIES

A. STATE DEPARTMENT OF PUBLIC INSTRUCTION.

The highest degree of efficiency in any undertaking is achieved with the maximum of individual or local freedom and initiative and the minimum of organization or system. This important principle has marked the development of the educational institutions of Indiana.

Naturally the local units developed first and the nucleus of the public school organization in this state is found in the circuit school master who visited homes and localities instructing in a simple way, without training or equipment, the children gathered together on the porch of a gentleman's home, in a barn, a mill, a blacksmith shop, a tannery or a deserted log cabin.

But the exercise of this local control finally went so far that any householder might contract as he pleased with any "qualified and certified" teacher, for his children and his neighbors' children, provided the people had failed to elect a trustee or the trustee had not taken up the matter of maintaining a school, and such householder could claim his proportion of the revenue of the township for that purpose.

This extreme local freedom resulted in diversity of text books, varying lengths of school terms, absence of supervision, lack of local organization, wasteful expenditures of school money, local difficulties over boundary lines and sites of buildings, and the employment of incompetent teachers through frequent changes and poor personal selection.

Consequently in 1843, the Treasurer of State was declared to be ex officio Superintendent of Common Schools and in that capacity directed to present annually to the General Assembly an account of the condition of the school funds and property of the various types of schools, both public and private; and suggest "plans for the better organization of the common schools."

The State Treasurer was probably chosen for this important function because the great need of better organization of school finances was most apparent and such responsibility would belong

to the Treasurer in the absence of any special State Department for school purposes.

The names and terms of service of the State Treasurers, discharging the duties of Superintendent of Common Schools, in accordance with this statute, are as follows: George H. Dunn (1843-44), Royal Mayhew (1844-47), Samuel Hannah (1847-50), James P. Drake (1850-52). The reports made by these treasurers, acting in the capacity of Superintendent of Common Schools are valuable, as an indication of the progress of school affairs during this early period.

George H. Dunn, the first State Treasurer to perform the additional function of Superintendent of Common Schools, thus sums up in his treasurer's report of 1843, what he conceives to be the duties of the State Treasurer, acting as Superintendent of Common Schools. He indicates the carelessness of local school officials in making their financial settlements and expresses his desire to base all rules and forms for the conduct of the schools in the state on the information and advice received from the local school officials as well as from the practice in other states.

That part of his report will be of interest:

> "As Superintendent of Common Schools, and office created, and the duties of which were thrown upon this office (State Treasurer) by the legislature of last winter, I am required to prepare a book of forms and instructions for the use of officers connected with the public schools. I am also required to submit an annual report to the general assembly containing:
>
> 1. A statement of the condition and amount of all funds and property appropriated to purposes of education.
>
> 2. A statement of the condition of the state university, and other incorporated colleges and academies in this state. The number of students, their age, sex, and the branches taught.
>
> 3. A statement of the condition of county seminaries, their funds, expenditures, number of students, their age, sex, and the branches taught.
>
> 4. A statement of the number and condition of the common schools, both public and private, in the state, number of scholars, the age, sex and the branches taught.
>
> 5. Estimates and accounts of expenditures of the public school moneys.
>
> 6. Plans for the management and improvement of the common school fund, and for the better organization of common schools.
>
> 7. And all such matters relating to his office, to common schools, and the cause of education as he shall deem expedient to communicate.
>
> The distribution of the school law has been necessarily so long delayed that but little could be done towards organization on the new

system. All, therefore, that I have attempted in the performance of the duties designated, has been to collect information in regard to the amount and condition of the various funds applicable to the cause of education.

I find that so many counties have failed to make the necessary settlements with the officers having charge of these funds, that but a very imperfect view of the subject could be presented. There will, however, be sufficient materials collected, as I hope, in a week or two, to enable me to furnish something like a satisfactory statement, at the ensuing session of the General Assembly.

The success of the common school system must depend so much upon the harmonious action of all concerned in its operations, that I felt reluctant to devise or establish rules and forms for the conduct of its offices, until I could collect all the information afforded by the legistion and practice of other states, together with such as could be derived from the experience and observation of the officers connected with the system in the several counties of this state. Incessant occupation throughout the year, has prevented my giving attention to the preparation and arrangement of the materials so collected, nor will it be in my power to do so until the publication of the Revised Statutes are completed.

It is hoped that the work may be prepared and ready for distribution with the laws of the ensuing session."

It might be inferred from Mr. Dunn's report when he writes that the duties of the office of State Superintendent were "thrown" upon the State Treasurer, that he felt the work sufficient for an additional department; that such was his opinion is shown by the statement of his successor Mr. Mayhew, in the following extract from his "Report of the Supt. of Common Schools to the General Assembly" (1845).

"One most important change in the present law which I would most respectfully recommend is, that some person other than the State Treasurer should be selected as the superintendent of common schools. I learned from my predecessor, that he had been impressed with the importance of this change, and had designed to present the case to the Legislature at the session previous to his retiring from office, although the law then had not gone fully into operation; but on account of other engagements, the shortness of the session, and the close of his term, the suggestion was deferred. It must be obvious to all, that to do justice to the station, to receive and answer the great variety of queries from auditors, school commissioners, township and district trustees, in relation to their duties and the school laws; to correspond with them so as to obtain the desired returns on the subject of schools and school funds, and especially to exercise properly, the very important trust, of final arbiter in all these cases of difficulty submitted by appeal—might very reasonably demand and occupy a large portion of the time of one individual—much more time than the State Treasurer can properly devote to these objects."

In 1849 and "Act to Increase and Extend the Benefits of Common Schools" was approved, Section 11 of which requires the district trustee to act as the organ of communication between his district and the board of township trustees, by offering from time to time such suggestions as may advance the educational interests of his district, and reporting upon the school enumeration, in the district (male and female between the ages of five and twenty-one years, distinguishing those between five and ten, ten and fifteen, and fifteen and twenty-one years of age), the enrollment, average attendance, sex and age of pupils, branches taught, text books used, volumes in school library, condition and furnishings of school houses.

Through the Clerk of the Board of Trustees, this report was to reach the County Auditor before the first day of October, annually, and by him (Section 20) be transmitted with other reports to the State Treasurer, who in turn (Section 21) would submit the same to the General Assembly during the "first week of the sessions thereof."

That there was difficulty in carrying out the requirements of this law is shown by the report of State Treasurer Samuel Hannah, acting as State Supt. of Common Schools in 1849, a portion of which reads:

> "Under the 20th (also the 11th) section of the Act to 'Increase and Extend the Benefits of Common Schools, approved January 19, 1849,' returns have been received from twenty-one counties, and of these, seventeen make full returns of the number of scholars between the ages of five and twenty-one years, but have not distinguished between the ages of five and ten, ten and fifteen, and fifteen and twenty-one, except in particular townships, so incomplete as to furnish no sufficient data from which to estimate approximate results. The whole number of scholars between the ages of five and twenty-one years in twenty-one counties, is 68,214. In seven of those which distinguish the sexes there are 15,716 males and 14,619 females.
>
> Supposing the remaining counties to average with the above named, there are about 375,000 scholars between five and twenty-one years of age in the State."
>
> "Sufficient data is not given to make approximate estimates of the relative number of male and female teachers employed, the amount paid for tuition and expenses, the number of schools, or the average length of time taught."

By this same law of 1849 (Section 24) the Treasurer of State as Supt. of Common Schools was to be allowed annually a sum of money for the performance of the several services required of him. The amount of this sum is not designated in the law. It

is altogether likely that the blank indicates that the amount to be used for this purpose shall be designated by the Committee on Appropriations.

The last State Treasurer under the law providing that such official should serve also as Supt. of Common Schools, was James P. Drake (1850-1852).

It was now almost ten years since this duty had been imposed upon the State Treasurer and the need for state supervision of schools apart from that possible by the State Treasurer was becoming more and more pronounced.

Mr. Drake, in his report (1850), sets forth clearly and forcibly this need, emphasizing at the same time the urgent demand for a simplification of the school laws and more familiarity with them on the part of school officials.

An extract from this report reads:

"To the General Assembly of the State of Indiana:

In compliance with the law, I have the honor to submit to your body the following report in regard to the 'system of Common Schools'. I regret the necessity which compels me to furnish one so imperfect in its general character, and possessing so little interest in detail. It cannot be denied that under the present regulations, an 'annual report' upon this subject is a matter of form rather than of substance. The figures, indeed, always look imposing in their character, and are heralded as the evidence of the noble facilities afforded for the development of the intellectual faculties of the youth within our borders; but to one familiar with the confused state of the school system, they poorly represent the actual resources which we possess.

No duty pertaining to your honorable body is more just in its imposition or more imperative in its obligation, than that of providing for the education of the children of the State. Indiana is far behind some of her sister states on the subject of common schools. Not that we lack legislation; we have entirely too much of it. The whole subject has attained an intricacy, which requires the first civilians within our state to unravel; the great mass of the people are unacquainted with its intentions. Many of the Statutes are at intervals of years from each other, and but a small proportion of those into whose hands falls their administration, possess the means to inform themselves perfectly in regard to their duties. It is not unfrequently the case, that one set of Trustees appeal to the Superintendent, relying on one Statute, and another set relying on another,—each unaware that the conflicting Statute has ever been in force. The *ambiguous* character too, of these laws admonishes us that some action is absolutely demanded, tending to their simplification. They are not only difficult of interpretation; they are concealed from popular view, in ponderous volumes of the general and special laws of the State; insomuch that the labor and diligence requisite to extract them,

would almost lead one to suspect that they were not intended for popular use.

I would suggest, that mischief, rather than good is effected, by very *particular specifications* as to the requirements of the law. Many who would take upon themselves the responsibility of carrying it into practice, are deterred by the infinite liability to which they are subjected, of mistaking the character of its unimportant *minutia*. A few general principles should be laid down, and the details in the main, left to the judgment of the people.

The character of the funds appropriated to the use of schools, is a very important feature. At present "common schools" seem to be regarded as a vast receptacle for whatever is deemed valueless or irrelevant elsewhere. The funds, should, if possible, be reduced to simple and appreciable form.

I would respectfully suggest to your honorable body the following improvements:

1. A *consolidation* of all the laws upon the subject of 'Common schools'.

2. A *simplification* of them all, by retrenching whatever may be considered superfluous or defective, and adding whatever may be deemed worthy of a place.

3. The *printing*, separately, in a convenient form, of the whole law, in order to insure its easy transportation, at any time, to any county or district in the State.

The number of children between the ages of 5 and 21 years, reported to me from thirty-four counties, is 114, 991. From this statement, it may be estimated that there are within the State, between the ages mentioned, 300,000.

In regard to the distinction of sexes, the books used, the number of teachers, etc. etc., though some counties have presented very thorough reports, they are in the main so imperfect that I have thought it best not to attempt the preparation of a table."

Sentiment in the state was growing in favor of establishing a separate Department of Public Instruction and electing a state official to discharge the duties of such office.

In a message prepared by Prof. Caleb Mills of Wabash College, published Dec. 6, 1847, and placed upon the desks of both Senators and Representatives at the beginning of the 31st State Assembly, efficient supervision for State and County was recommended.

At a Convention of Educators and members of the State Assembly held December 8, 1847, in the House of Representatives a bill was presented that had been prepared by a Committee appointed in May of that year, consisting of O. H. Smith, A. Kinney and Calvin Fletcher.

Among other important recommendations in this bill, there was one suggesting a State Superintendent of Public Instruction.

Early in the session of the state convention (October 7, 1850

to February 10, 1851), a resolution was offered and strongly recommended "that the convention inquire into the expediency of establishing in connection with and subordinate to the office of Secretary of State.....a bureau of Education." It was further specified in said resolution that the duty of such a bureau would be to collect and diffuse appropriate information of general public interest on educational subjects, as the law might direct. The Governor also suggested, a little later, in his message to the legislature, that such a bureau be established, and although this indicated that there was a sentiment among the intelligent, educated people of the State, that state supervision of schools was now needed, there was also opposition to anything that suggested centralized control of the schools.

And this very divided sentiment, ever present in Indiana, has been her safeguard against a strongly centralized school system that would vest supreme authority in one man, as State Superintendent of Public Instruction.

John I. Morrison, Chairman of the Committee on Education, had strongly favored in his Committee offering a resolution asking that provision be made in the new Constitution for electing a State Superintendent but receiving no support in this recommendation he presented a minority report requesting the adoption of the following:

> "The General Assembly shall provide for the election by the people of a State Superintendent of Public Instruction, to hold his office for two years, and to be paid out of the income arising from the educational funds, and whose powers, duties, and compensation shall be prescribed by law."

There was an effort made to substitute "county" for "state" Superintendent but this failing the resolution offered by Mr. Morrison was carried by two-thirds majority and by such an action Section VIII, Article VIII was incorporated into the Constitution of 1851 and declared that "The General Assembly shall provide for the election by the voters of the sate, of a State Superintendent of Public Instruction, who shall hold his office for two years and whose duties and compensation shall be prescribed by law."

The laws of the state of Indiana (Sections 71-85), enacted in 1853, outlined the duties of the new state official.

Having been elected by the qualified voters of the state, at the general election, the State Superintendent of Public Instruction was to hold office for two years, receive a sum not to

exceed five hundred dollars per annum for traveling, postage, stationery and other expenses, and enter upon the official duties the second Monday of November succeeding his election, subscribing to an oath of office to be filed in the office of the Secretary of State. The amount of salary is not given in the law, but Boone in his "History of Education" states that he was to receive an income of $1,300, per annum.

Provision was made for keeping the books and papers of the Department at the seat of government where a suitable office was to be furnished by the state, and if the business of such office required it, a clerk might be employed not more than six months in each year at a salary of $2.00 per day.

By this law the State Superintendent was to be ex-officio President of the State Board of Education and communicate to that body the school conditions in the state and his views and recommendations concerning the same.

He was to superintend the purchase of township libraries under such regulations as the State Board of Education might adopt and report the same to said Board.

It was in the discharge of this duty that Caleb Mills, second State Superintendent of Public Instruction, did a work of great and lasting benefit to the state.

The State Superintendent, by the law of 1882, was made a a court of appeal from the rulings of township trustees and authorized to exercise supervision over all educational funds.

From this Department of Public Instruction printed copies of the schools laws were to be distributed from time to time among the school townships and annual reports not only of school finances but all important school matters made to the General Assembly, based upon the reports furnished the State Superintendent by local school and county officials.

The State Superintendent was also empowered by the laws of 1852, either by himself or deputy to examine all applicants for license and, if found qualified, license them as common school teachers for one or two years.

He was also directed to meet with school officials and teachers over the state, giving them counsel and information for the betterment of the schools.

From the number and kind of duties here enumerated it is easy to see that the schools had passed far beyond the stage when financial supervision alone, as supplied by the State Treasurer would suffice.

The first State Superintendent of Public Instruction elected under the new law was William C. Larrabee, whose first term began November 8, 1852, and expired Nov. 8, 1854.

The various duties that came to the first incumbent of a new office were not lacking in the case of Dr. Larrabee and he had many disputes to settle, a large correspondence to conduct and many parts of the state to visit. Dr. Boone, in his History of Education in Indiana says that "Larrabee organized the system and rendered a large service, the credit for which is greatly magnified when it is remembered as a pioneer work not for Indiana alone but for most of the West."

As an educator Dr. Larrabee had been greatly interested in the section of the Constitution of 1852, providing for the office of State Superintendent of Public Instruction.

He had come to Indiana from New England in 1841, to accept the professorship of Mathematics and Natural Science in Asbury University (DePauw), Greencastle. He was a graduate of Bowdoin College, (1828) with second honors in a class of twenty, having entered that institution the same year that Longfellow and Hawthorne were graduated from it.

His annual report is written from the standpoint of a scholar and expresses his faith in the plan of public education provided by the Legislature of Indiana.

The following excerpts are interesting for they touch upon methods of taxation for school purposes that are still open questions among the school officials and citizens of this state. There is no misunderstanding Dr. Larrabee's point of view:

> "The system of public education provided for by the act of the last Legislature, is, in its fundamental principles, the only system on which we can hope for success, and which will, in the end, prove satisfactory to the people. With the exception of the errors and imperfections, which we shall point out, and which crept in unawares, and which may be easily corrected, the system is, I am fully convinced, better adapted to our wants, our conditions, and our circumstance, than is the system of any other state in this Union to the wants, conditions and circumstances of its citizens.
>
> I am aware that some of the principles of the law draw largely on the public spirit, on the benevolence, and on the philanthropy of the elder and more wealthy counties of the state, and of the richer class of individuals. But what system of education could be devised, which would not involve the necessity of some sacrifice of selfishness on the part of the more favored portions of the state, and the more fortunate class of citizens, for the public good? Wherever any general system is adopted either for education or for any other purpose, and funds

> for carrying it on are raised by any species of taxation voluntary or imposed, direct or indirect, some individuals, and some sections of the country, must, from the very force of circumstances, pay more than they receive, while others receive more than they pay. The same result will happen when several separate funds deposited among the counties are consolidated in one common state fund, and the proceeds distributed in proportion to population. But this is only a sacrifice of selfishness on the altar of public good and of philanthropy, to which we all cheerfully submit. * * *
>
> And when the general interests of public education in the state requires some sacrifice from the more fortunate counties, and the more successful individuals, in favor of the more thinly peopled counties, and the poorer families, who will hesitate to act the part which honor and magnanimity requires?"

When Caleb Mills came in 1833, to assume the principalship of the Presbyterian School of Crawfordsville, he entered upon a term of forty-six years of educational service in Indiana, that was one of the most powerful influences this state has felt in the establishment of its school system and in fixing proper methods and standards for its direction.

He was a pioneer in the fight for free schools. His papers entitled "Messages from One of the People" were published year after year, carrying most convincing arguments concerning the educational needs of the people of the State and how such needs might best be met, and these messages express his supreme confidence in the cause of public education; they show the earnestness with which he announced his convictions and the zeal which characterized his work.

They were perhaps his greatest contribution to the cause of education in this state and antedated his term of office as State Superintendent of Public Instruction (1854-1857) by several years. The first message appearing in 1845 and the sixth and last one in 1851.

By this means Caleb Mills brought to the attention of the people of Indiana and the Legislators the great needs of the State, educationally, and made recommednations practically all of of which were later embodied in the school laws.

Elected to the office of State Superintendent in 1854, Caleb Mills brought to the administration of affairs in this Department a knowledge of school conditions in the state, of school progress up to that time and of school needs unequalled by any of his predecessors and probably unsurpassed by any of his successors.

His reports continually express his conviction that proper

education can only result when school buildings are provided, teachers are well trained and schools are properly graded.

During his administration, in May 1855, one edition of the school laws with the new amendments, with helpful notes, and suggestions was issued, and in December of that year, on his recommendation, a committee appointed to consider the wisdom of establishing at least two normal schools for the training of teachers.

Under Superintendent Mills' administration $100,000 was expended in the purchase and distribution of books to townships, as school libraries, and he was the chief factor in the sclection and purchase of the literature.

In the development of the school system of the state and legislation for its control, many difficulties arose in the interpretation and application of the law, that had to be adjusted in the courts.

So in 1855 and again in 1861, amendments were made that affected the State Department of Public Instruction. More elaborate and accurate reporting was demanded from county officials to the State Superintendent, who was empowered at any time to direct the attention of the County Commissioners and County Auditors to deficits in their reports which they were required to make good, and to visit said county officials to examine their books.

By these amendments the State Superintendent was also authorized to supply to each common school library, with the legislative documentary journals, the acts of each session of the General Assembly, the annual report of the State Board of Agriculture, and his own annual reports.

In his History of Education in Indiana Dr. Boone thus sums up briefly the progress of the public school system in Indiana as affected by the policy of the State Superintendents of Public Instruction (1857-1892):

> "(Samuel Lyman) Rugg made a thorough official inspection of and established, the State school finances, and made the Indiana School Journal the official organ of the department. (Miles Johnson Fletcher) improved the institutes and corrected the anticipation of revenues. (Samuel Kleinfelder) Hoshour called the first convention of examiners and used his influence, official and personal, to secure the selection of a larger proportion of women as teachers. (George Washington) Hoss, either directly or indirectly secured the addition of history and physiology to the list of common school branches. State aid to county institutes, the replenishment of township li-

braries, the incorporation of the State Normal School, and the re-enactment of the law allowing local taxation in cities and townships for tuition purposes. During this administration, also, the adoption of school texts was put into the hands of the township trustees, and the State board relieved of the duty. Under (Barnabas Coffin) Hobbs, instruction in German was made optional in the public schools, an act for the education of negroes was passed, the girls' reformatory was planned, and Purdue University founded. (Alexander Campbell) Hopkins was chiefly instrumental in the establishment of the county superintendency, in reforming the examinations of teachers, in reclaiming considerable sums of school moneys, and balancing the State's school finances. (James Henry) Smart, besides a large service to the schools of the State in a wise direction of legislation and an integration of the system, made Indiana known, and honorably known, among the states of the Union and among foreign states, through the Centennial Exposition at Philadelphia in 1876, and the World's Fair at Paris, two years later. Besides these and other services incident to the administration of the office, Mr. Smart began during his term and completed the year following the codification of the School Laws of the State (1881), under twenty-four sections, with full and helpful comments, and covering more than two hundred pages. (John McKnight) Bloss revised the clerical and statistical work of the office, reformed the school census, and effectually broke up a most scandalous traffic in examination questions. (John Walker) Holcomb was instrumental in putting into execution a uniform course of study for the county schools, and a plan of graduation from them, Arbor-day celebrations, and the State Reading Circle for teachers. (Harvey Marion) LaFollette is to be credited with an inspection of records, and a correction of errors in the distribution of school revenues, amounting since 1860 to $150,000, and an addition to the school fund of not less than $400,000; a constant and effective official, encouragement given to the reading circle making it, as but for this official recognition it could not have been, not only the most successful teacher's reading circle in any of the States, but one of the most fruitful agencies for the improvement of teachers in Indiana."

During this period new duties and responsibilities were added to the State Department of Public Instruction. By an Act of the Legislature in 1865, the Indiana State Normal School was founded and in making provision for the Governing Board of that school, the duties of the State Superintendent of Public Instruction were enlarged by his becoming ex-officio a trustee of that institution; and again in 1884 when the State Teachers' Association established a Teachers' and Young Peoples' Reading Circle under the management of a Board of Directors, the State Superintendent of Public Instruction was made ex-officio one of the Directors.

Additions of clerks and other aids to the office force have been made by appropraition from time to time as the increase of work demanded.

The salary of the State Superintendent of Public Instruction has been advanced from $1,300 in 1852 to $3,000 in 1901, $3,500 in 1909 and $5,000 in 1913, by law and through appropriations.

The Superintendents of Public Instruction since 1891, have been as follows: 1891-95 Hervy D. Voris, 1895-99 D. M. Geeting, 1899-1903 Frank L. Jones, 1903-1909 Fassett A. Cotton, March 1909-Nov. 10, 1910 Robert J. Aley and Nov. 10, 1910-March 15, 1917 Charles A. Greathouse.

Three men only have served more than two terms, James H. Smart who served three terms (1875-1881), Fassett A. Cotton who served three terms (1903-1909), and Charles A. Greathouse who served not only three terms (1911-1917), but also from Nov. 10, 1910 to March 15, 1911, having been appointed to fill out the unexpired term of his predecessor Robert J. Aley who resigned to accept the presidency of the University of Maine. This gives Mr. Greathouse the distinction of having served the state of Indiana as Superintendent of Public Instruction longer than any State Superintendent to date.

Superintendent Voris in his first annual report announces the duties of his administration to be that of (1) Providing, on the State Board of Education, for the addition of County Superintendents to give representation to the district school. (2) Securing the enactment of a more stringent enumeration law. (3) Procuring greater normal school facilities for the training of teachers (4) amending the Teachers' Exemption License Law.

Superintendent Geeting's administration centered on the establishment and promotion of the Township High School.

Superintendent Jones worked for the betterment of rural school conditions. He put consolidation on a substantial basis and greatly improved the sanitary conditions and the architecture of school buildings.

During the administration of Mr. Cotton, consolidation was advanced, community interest in the schools organized and the study of agriculture made a real part of the public schools.

Dr. Aley had undertaken especially an examination of the sources of the school funds. Another aim in his work as State Superintendent was to bring about a closer articulation between the elementary and high schools and the high schools and colleges. His call to the presidency of the University of Maine came in a

little over a year after his entrance to the office of State Superintendent, but the policies established by him were continued by Mr. Greathouse.

Under Superintendent Greathouse the Department of Public Instruction has been enlarged and carefully organized. Vocational education has been not only started in the state but is fairly well organized and with this movement the law on compulsory education has been modified and made more effective.

The greatest extension of this Department that has been made at any one time occurred in 1913 when the State Legislature provided for more uniform inspection of high schools through the department of high school inspection and made mandatory the teaching of Agriculture, Manual Training and Home Economcis in the Elementary and High Schools of the State, providing at the same time for the establishment of separate Vocational Schools and Departments at the option of the local school authorities, and further providing for the supervision of all this work through deputies and agents appointed by the State Board of Education.

By this legislation four additions were made to the State Department of Public Instruction, i. e., a high school inspector, a deputy in charge of Vocational Instruction, a State Agricultural Agent and an Agent in charge of Home Economics.

The State High School Inspector has in charge the visitation and classification of all the high schools in the State of Indiana numbering 526 commissioned, 132 certified and 153 non-commissioned and non-certified schools.

The report of the High School Inspector will appear elsewhere in this Biennial Report and show the work covered in the current year.

The Vocational Deputy, State Agent of Agriculture and Special Agent in charge of Home Economics supervise and direct the work on their various lines throughout the state, through Courses of Study, large correspondence, special bulletins, conferences, addresses at Teachers' Institutes, meetings with School Boards and Advisory Committees, and by school visitation. The work of this Division is outlined in another chapter of this Report.

By the legislation of the State Assembly in 1915, a Teachers' Retirement Fund Law was passed, and the State Superintendent was made ex-officio a member of the Board in charge of the Fund and the organization of Pension Units in the state.

The work of this Board is carried on in the State Department of Public Instruction through a permanent Secretary chosen by the Board.

The installation of this work as a part of the State Department of Public Instruction has increased the regular office force to fifteen, including the stenographers, and the work of the Department has grown to such proportions that this staff is required to employ all their time in field and office work to efficiently perform the duties incumbent upon them.

The schools of Indiana have grown rapidly and the types of work to be done have been modified and increased with the social and industrial changes operating everywhere.

The law requiring the teaching of agriculture in all rural and town elementary schools in the state, the teaching of manual training in all town and city elementary schools in the state and the teaching of either agriculture or manual training in all the high schools in the state imposes a large amount of supervision on the deputies in charge of this line of work, while the requirement that Home Economics shall be taught in all rural, town and city elementary and high schools places a still larger obligation on the Special Agent in charge of Home Economics.

Furthermore these agents are also in charge of the supervision of Vocational work in the schools and departments that are established and this means a supervision in addition to the 8,376 schools in the state,5,969 of which are one-room rural schools, of the all-day part-time and night vocational schools.

The growth of the high school in the state, during the last few years has been almost phenominal and one man can not justly and satisfactorily inspect 526 commissioned and 132 certified high schools in a year, and at the same time organize and direct the work of such schools.

These conditions would indicate that more increases must soon be made in the office force of the State Department of Public Instruction, if the work contemplated by the representatives of the people of the state is made efficient.

The law concerning the work to be administered by the State Department of Public Instruction has not changed materially since the early constitutional and law making days, but the close connection between the State Board of Education and the State Department of Public Instruction have brought new duties to the Department with each new duty placed upon the State Board of Education.

The State Superintendent of Public Instruction is ex-officio President of the State Board of Education and one of the office force always acts in the capacity of clerk of the State Board of Education, keeping accurate minutes of the proceedings of all meetings. These meetings average once a month during the year.

All correspondence for the State Board of Education is thus carried on through the State Department of Public Instruction and the correspondence growing directly out of these meetings amounts to hundreds of letters during a year. All meetings of the State Board of Education are held in the rooms of the State Department of Public Instruction, and all actions of the State Board of Education relative to the schools of the state are made known to teachers and school officials through the State Department of Public Instruction.

All State Courses of Study are prepared and published through the State Department of Public Instruction under the direction of the State Board of Education.

The State Board of Education in its capacity as State Board of School Book Commissioners frequently selects committees of teachers to examine and make recommendations on the adoption of new text books, and all correspondence with these Committees, the tabulation of recommendations and other details incident upon the work of these Committees are worked out in the State Department.

License circulars, suggestive lists of books for school libraries, special bulletins on the instruction in the schools of the state, the compilation of new school laws, Arbor-Day bulletins and proclamations and letters for other special days in the year are compiled, prepared and published by the State Department of Public Instruction.

The licensing of teachers in the State of Indiana has grown to require the work of a separate department, known as the Manuscript Department.

In this Department over one thousand common school, high school and supervisors manuscripts are handled every month for nine months in the year.

A force of competent graders is called in, each month, for grading these manuscripts and the manuscript clerk must handle all manuscripts, records all grades and writes and mail all licenses. Although a helper is always employed to assist the manusacript clerk during examination months, yet sometimes work is so

heavy other members of the force must be called from their regular work to assist in this Department. This is a work that must be done on time as teachers must know their license status before they can contract for schools.

The Assistant State Superintendent of Public Instruction has in charge especially the disposition of all legal questions arising in the establishment and operation of the schools of the state such as the location and erection of new school buildings, the transfer of pupils, the payment of school funds for purposes not clearly enumerated in the law, and the operation of the compulsory education law. Thousands of letters and questions require his attention during the year. He looks after all the business matters that arise in the Department, touching upon the expenditure of funds, the ordering of supplies, etc. He also looks after advertisements for bids, for the adoption of text books, and the form of contract to be used with book firms.

He acts for the State Superintendent in all official matters arising during his absence from the office. He frequently is called upon to be present at the dedication of new school buildings and other public school occasions.

On matters where the law is not clear he seeks the written opinion of the State Attorney General and there are on file in the Department of Public Instruction many opinions rendered on school matters by that official. The Assistant State Superintendent compiles and publishes all new school laws.

The Deputy State Superintendent of Public Instruction has in charge the collection and compilation of all statistical reports and the preparing of blanks for the same. These include the enumeration of school children, the reports from school officials on enrollment, attendance, expenditures of money on buildings, equipment, salaries of teachers, etc.

The reports of the various auditors in the state on the school monies received and expended come to this division of the department. All mail is opened by the Deputy and distributed.

It is the business of the State Superintendent of Public Instruction to organize these various Departments so that the very best results may come to the schools and the citizens of Indiana. The office force must work in harmony and with mutual regard for the duties of each division. All the work is closely interrelated and a single mistake in one division affects every other division of the office.

The State Superintendent is responsible for the success of the

State Department of Public Instruction and the work of the various divisions. He selects personally the assistants and deputy State Superintendents and other helpers about the office and these may change automatically with the change of administration. The High School Inspector and the members of the Vocational Division are appointed by the State Superintendent of Public Instruction and approved by the State. Board of Education and are supposed to serve as long as their work is satisfactory.

As President of the State Board of Education the State Superintendent of Public Instruction outlines the work to be taken up at each meeting, has the deciding vote in case of a tie, and his recommendations and suggestions relative to the action of the Board are always given careful consideration because of his nearness to the actual school procedure in the state.

He authorizes all publicity concerning the affairs of the the Department, and is the final court of appeal for questions arising in connection with the workings of any Division of the Department.

He has a large amount of special correspondence pertaining to Education in general, addressed to him personally, not only from school officials and teachers in the State but from other states and even foreign countries.

The State Superintendent is called upon to dedicate new school buildings to address groups of teachers assembled in Conferences, to meet with various Boards and to serve on important Committees.

The State Superintendent of Public Instruction can exert a powerful influence for good school legislation. During the sessions of the State Legislature, the State Department of Public Instruction becomes an active center for all movements for new or modified school legislation. On the State Superintendent rests largely the responsibility for seeing these recommendations in the light of the school needs and steering through the legislature such measures as will be of greatest profit to the public schools.

The State Department of Public Instruction occupies Rooms 27, 28 and 29 in the northwest corner of the Capitol Building. So rapidly has the Department grown that these rooms are already greatly crowded.

In point of service to the people of Indiana, no department of state can be more valuable. To supervise and co-operate in

the education of the 564,252 children in the schools of this state means the training of men and women for future civic and governmental responsibilities.

Such a work calls for the best men and women that can be secured regardless of party, church, or personal considerations.

The State Department of Public Instruction will become a constantly increasing influence in the educational affairs of the state and so long as its policy is that of co-operation with, rather than dictation to the local and other educational agents in the state, so long as its members are placed there on the basis of efficiency, just that long will this influence lend itself to the elevation of the citizenship of Indiana.

b. *The State Board of Education.*

The influence of the State Department of Public Instruction in directing the trend of education in Indiana can scarcely be considered apart from the State Board of Education, especially after the reconstruction of the latter in 1865.

In 1833 a bill was passed by the Senate providing for the establishment of a Board of Education for the encouragement of common schools; but this bill failed to pass the house.

A little later Hon. John Dumont recommended that the state be laid out in large districts and a suitable person in each appointed to visit each county of the district once a year, inspect county seminaries and district schools, grant certificates to teachers on examination, examine into the methods employed by the School Commissioners and other officials in keeping their books and performing their duties. He also recommended that such district visitors constitute a State Board of Common School Education to meet annually, report to the Legislature the results of their visits and recommend amendments to the school law.

A bill including these recommendations was reported by the Committee on Education in the Senate but lost by a vote of 15 to 27.

The report of the Committee on legislation made December 8, 1847, before a convention of Educators and members of the Assembly held in the House of Representatives, recommended among other things, that provision be made for the office of County Superintendent, and that the County Superintendents from each congressional district together form a County Board. This report further recommended that one delegate from each of these

district Boards of Education sit together as a State Board of Education.

Prof. Caleb Mills in his sixth message to the leglislature (December, 1850), also recommends county or district superintendents who shall * * * collectively constitute a State Board of Education.

When the School Law of 1852 defined the office of State Superintendent of Public Instruction it also established a State Board of Education to consist of the State Superintendent of Public Instruction, the Governor, the Secretary of State, the Treasurer of State and the Auditor of State.

This body was required to meet annually at Indianapolis, on the second Monday of November "for the purpose of more effectively promoting the interests of education by mutual conference, interchange of views and experience of the practical operation of the system, the introduction of uniform school books the adoption of the most eligible means of facilitating the establishment of township libraries, and the discussion and determination of each question that may arise in the practical administration of the school system."

Of this Board, the State Superintendent of Public Instruction was made ex-officio president.

The first meetings of the State Board of Education were held June 7-8, 1853.

Although the records do not state the place of holding this meeting, it was presumably held in Indianapolis, since this was a legal requirement, although the records indicate later that one or more meetings were held in Bloomington the seat of the State University. The following quoted from the minutes of that meeting will indicate the important matters that came before the first Board for consideration:

> Roll call which showed the following present: W. C. Larrabee Supt. of Public Instruction; Joseph A. Wright, Governor; John P Dunn, Auditor of State, Nehemiah Hayden, Secretary of State; Elijah Newland, Treasurer of State, which was a full attendance of the Board.
>
> "On motion of Gov. Wright, ordered that William H. Larrabee, Clerk of the Superintendent of Public Instruction, serve as Secretary of the Board."
>
> "On motion of Gov. Wright, ordered that the Auditor of State make requisitions upon the Treasurer of State in favor of the Supt. of Public Instruction, for such sums of the Library fund as may be needed to purchase Township Libraries, to be deposited with the Agent

of State in New York—That on disbursing said funds, the Agent of State be required to pay out said funds upon bills of purchase or of expenses certified by said Superintendent of Public Instruction."

The Board then proceeded to examine and discuss a list of books presented as suitable for Township Libraries by the Supt. of Public Instruction; after which the list was returned to the Superintendent for revision and correction, with instructions to return on Friday next a list of books, which, as near as he can estimate will amount to about $175.00, for each library, and a reserve list of books, which will amount to about $50.00 for each library, from which he may make such additions and interchanges as, upon further negotiation and examination he may judge expedient. Thereupon the Board adjourned until 7:00 o'clock p. m.

Approved W. C. Larrabee, President. William H. Larrabee, Sec."

Tuesday June 7, 1853.

The Board met at seven o'clock, all the members being present, and spent some time in mutual conference and interchange of views on the introduction of a uniform series of school books, and on the most eligible means of facilitating its accomplishment; after which the Board adjourned until Wednesday at 9:00 o'clock a. m.

W. C. Larrabee, President.
William H. Larrabee, Secy."

Wednesday June 8, 1853.

The Board met at 9 o'clock, all the members being present, and spent some time in the discussion and determination of the principles by which they should be governed in the selection of a uniform series of school books. Upon motion of Mr. Newland it was ordered—

That Prof. Larrabee be requested to make a selection of a series of books for common school to be submitted to this Board for its adoption—to consist of spellers, readers, Arithmetic, English Grammars and Geography. After which the Board adjourned till Friday at 4 o'clock P. M.

Record Approved,

W. C. Larrabee, President.
William H. Larrabee, Secretary."

The first enlargement of the State Board of Education came in 1855, when a statute was enacted adding the Attorney General to the original Board in order to provide a capable legal adviser, and on March 7th, 1855, this Board met and transacted business as follows:

On March 7, 1855, the Board met for the first time since the addition of the Attorney General and the minutes read as follows:

March 7, 1855, 11 o'clock a. m. The Board met at the call of the President and members present were Gov. Wright, Judge *Morrison*, Dr. Talbott, Dr. Noffsinger and Prof. Mills. The business proposition, for consideration was first, shall the Board purchase sufficient addi-

tional copies of Bernard's School Arithmetic to supply each township with a copy? Decided in the affirmative. Shall we equalize the school libraries, as far as practicable, with the one-third of the libraries now in the city of New York, when distributed to the counties? Decided in the affirmative.

Adjourned.

A true copy of the proceedings.

Caleb Mills, President.

During the first eight years of the life of the State Board (1853-61), as may be inferred from the minutes, interest centered in the selection of books for proposed township libraries, in the establishment of which about $250,000 was spent in the first three years. Series of text books for uniform use throughout the state were also selected and recommended to the common school officials. That these duties were discreetly discharged is shown by the record of March 26, 1857 which reads: "Time has exhibited the wisdom of the choice. In no state of the Union have efforts for the introduction of uniform text books been so successful as in Indiana."

So far the Board as constituted contained only one member of the teaching profession, i. e., the State Superintendent of Public Instruction. This composition of the Board may perhaps be justified when we consider that the most urgent need of that time was the proper administration and preservation of school funds. In 1865 a reconstruction of the Board was made by the following enactment of the General Assembly:

"Section 153.—The Governor of the State, the State Supt. of Public Instruction, the President of the State University, the President of the State Normal School, when the same shall be established, the Superintendents of Common Schools of the three largest cities in the state, Shall constitute a Board, to be denominated the Indiana State Board of Education. The size of the cities shall, for this purpose, be determined by the enumeration of children, for school purposes, annually reported by School Examiners to the Superintendent of Public Instruction. The Supt. of Public Instruction shall, ex-officio, be President of the Board and, in his absence, the members present shall elect a President pro tempore. The Board shall elect one of its members Secretary and Treasurer, who shall have the custody of its records, papers and effects, and shall keep minutes of its proceedings."

This change to a Board of professional men, puts the emphasis, in the administration of school affairs, upon the educational rather than legal and financial basis.

The critical financial and legal problems had been somewhat

solved and, with this new Board, began an educational policy for the schools of Indiana that has made its system and its State Board respected throughout the land.

On April 13, 1865, the Board as thus reconstructed held its first meeting, from the records of which the following is taken:

Wednesday April 13, 1865.

Pursuant to a call of the President, the State Board of Education met at this office.

Present:—Geo. W. Hoss, Supt. of Public Instruction; Cyrus Nutt, President of the State University; E. S. Green, Supt. of the Ft. Wayne Public Schools; and A. C. Shortridge, Superintendent of the Indianapolis Public Schools.

A. C. Shortridge was chosen secretary and treasurer, pro tem.

On motion of Dr. Nutt, Dr. James D. Maxwell of Monroe County and William K. Edwards of Vigo County were elected trustees of the State University to serve till March 4, 1869.

President Nutt moved that an examination for the purpose of issuing State Teachers certificates be held at the place and during the last week of the State Normal Institute to be held in July of this year. The motion passed unanimously.

On motion of Dr. Nutt, Prof. Hoss and A. C. Shortridge were appointed a Committee to prepare and report the branches on which candidates for State Certificates should be examined.

The same Committee was appointed to prepare and report By-Laws for the government of the Board.

The Superintendent was appointed a Committee to select and procure a seal for the use of the Board.

On motion the Superintendent and A. C. Shortridge were appointed a committee to select a motto.

On motion of Prof. Hoss the following preamble and resolution were unanimously adopted.

Whereas the subject of popular education holds a vital connection with the well-being of the individual, the Church and the state; therefore, resolved, that we hereby respectfully request all ministers of the Gospel, throughout the state, to preach at least one sermon each, on popular education, at any convenient time between the first day of May and thirtieth day of June 1865.

Messrs. Green and Shortridge were appointed a committee to report a Form of State Certificate.

On motion the Supt. was authorized to publish in the School Journal and have published in the newspapers of the state such portions of the minutes of this meeting as he may deem best.

The Supt. and Mr. Green were appointed a committee on mileage and reported as follows:

The following per diem and mileage were certified to the State Auditor as due the members of the Board who are named below:

Dr. Cyrus Nutt, one day	$ 5.00
Also mileage from Bloomington to Indianapolis and return (104 miles)	20.00

E. S. Green, one day	$5.00
Also mileage from Ft. Wayne to Indianapolis and return (300 miles)	60.00
A. C. Shortridge, one day	5.00

On motion the Board adjourned to meet in the city of Bloomington on the 27th day of June 1865."

The following notes on the minutes of the Board meetings 1867-1873, will indicate the questions coming up for consideration in the administration of the schools, during that period:

At a session of June 5, 1867, it was resolved that as the revised school laws of 1865, provided the Bible should not be excluded from the public schools it was recommended that the Bible be read daily in all common schools of the state and that it be made "the standard on all questions of morality."

Also it was resolved "that the Board request members of the State University to attend and labor in the various teachers' Institutes and Associations throughout the State as far as their other duties will permit."

April 7, 1870, a resolution was adopted requesting the State Normal to give a short summer course to teachers.

January 18, 1871, it was decided to issue a circular to county examiners of the state embracing the following points:

(1) Necessity of unifying and elevating the standard of teachers in various part of the state and providing more thorough examination of the same.

(2) Naming provisions of school law, concerning teachers examination, often violated by examiners.

(3) Suggesting series of questions in various common school branches.

(4) Suggestions as to *manner* of conducting examinations.

The Board endorsed Normal School Bills providing for improved system of Education in Indiana.

February 13, 1871, it was resolved that the "Board approves and recommends to the favorable consideration of the General Assembly House Bill No. —, providing for a general system of common schools in cities of thirty thousand or more inhabitants."

June 28, 1871. The State Board decided to prepare twelve sets of examination papers upon branches required by School Law and send one each month to County Examiners.

May 8, 1873, a report was made on harmonizing High School and University courses which with a few amendments was adopted.

July 21, 1873. A committee of the State Board was ap-appointed to address the Superintendents and Presidents of the Boards of Trustees of various cities and towns having High Schools in successful operation, with reference to union of High School and University courses of study.

It was during this period (1865), that the State Board began to issue State Certificates to teachers and to Commissioned High Schools (1873).

In 1875, the President of Purdue University was added to the membership of the Board, increasing the number to eight.

More and more were all matters of educational importance referred to this Board and the decision rendered considered as final. The duties and powers of the Board as stated in the law (1865) are: To perform such duties as are prescribed by law, and to make and adopt such rules, by-laws and regulations as may be necessary for its own government, and not in conflict with the laws of the state, and to take cognizance of such questions as may arise in the practical administration of the school system not otherwise provided for, and to duly consider, discuss and determine the same.

Since the early laws are silent on most of the details concerning the management of the schools, the most important matters leading to the development of the public schools of Indiana have been established by the State Board of Education.

From a Board without experience and without decisive authority, The State Board of Education developed into a body of experts, with extensive discriminating powers, whose wise recommendations have almost the binding force of legal enactments." (Rawles—Centralizing Tendencies in the Administration of Indiana.)

Richard G. Boone in his History of Education in Indiana (1892) writes:

"Altogether, in its nearly forty years of history, the Board has included in its membership as State superintendents, governors, civil officers of State, college presidents, and city superintendents really the best educational thought and skill of the State. The growing unification of the system through these years, the direction of legislation, the pushing of reforms, the cultivation of public sentiment, the shaping of courses of study and school-room method, the improvement of teachers, and the dignifying of the profession, are, in no small degree, due to the wise labors of the State Board of Education, and their advisory

relations toward the department of supervision, * * * The State has reason to congratulate itself upon the high character of the official service of its central educational department."

In 1889 the State Board of Education was made a State Board of text Book Commissioners with power to adopt uniform text books for use in the elementary schools of the state, and this power was extended in 1913 by the enactment of a uniform text book law operating for high schools and empowering the State Board of School Book Commissioners to examine and pass upon text books for use in the high schools of the State.

Prior to 1889 the power of the State Board relative to the adoption of text books for use in the schools of the state had been only advisory. The Board did not have the authority to adopt books and require their use in the state. But its recommendations in the early years of its existence had been very influential in guiding school officials in the selection of the text books for the schools, though the books used were far from uniform in the state.

In 1865, the Board was relieved of the responsibility of even recommending texts and the choice was left to township trustees, patrons or teachers, until 1873, when a County Board of Education was created and empowered to adopt texts for the County. This method of determining upon the text books to be used in the schools of the state continued until the law of 1889.

This first law fixed the period of adoption for five years, with the privilege of revision and continuance for another five years, if so determined by the State Board. In 1905 the law was amended to read: "in no case shall any revision be required of any book or books used in the common schools of this state oftener than once in every ten years, except copy books, histories and geographies, and all contracts for furnishing said books except histories, copy books and geographies shall be for a period of ten yeras, and contracts for furnishing histories, copy books and geographies shall be for a period of five years; Provided, that this act shall not be construed to extend or affect any existing contract: And, provided further, That the State Board of School Book Commissioners shall have the right, by a vote of two-thirds of its members, to cancel the contract for the use of any school book, at the expiration of five years, if satisfied that the use of said book would not be for the best interests of the schools of the state. In 1909 the period of adoption was changed again to five years by the amendment to the law, that no contract under the provisions of this act shall be made for a period exceeding five years."

In 1894, the first State Course of Study was outlined and published under the direction of the State Board of Education and since that year annually these courses of study have been published and distributed to the schools of the state.

They are published in two parts, one for the elementary schools and the other for the high schools and contain lists of the titles and prices of text books to be used, suggestions for presenting the subject matter to be taught and somewhat detailed outlines of the work by terms.

The enactment of the Compulsory Education Law in 1897 created a State Truancy Board one member of which should be appointed by the State Board of Education from its membership, thus bringing the Board in touch with this new responsibility.

In 1913 the law was made to read as follows:

"A State board of truancy, to consist of the state superintendent of public instruction, a member of the state board of education, designated by that board for such purpose, and the secretary of the board of state charities, is hereby created. Said board shall have power to determine the special educational requirements to be possessed by all persons appointed as attendance officers and shall take such steps toward the uplift, unification, and systematization of methods of attendance work in this state as may be deemed proper by them and shall have all powers specified in this act; and shall have power and be charged with the duty and responsibility of administering this act, defining the meaning of the terms used herein and setting up such standards, rules, regulations, and procedure under the provisions of this act as may be necessary from time to time to carry the same into effect and which local authorities charged with the administration of this act shall be required to follow."

By this law, therefore, two thirds of the State Truancy Board come from the State Board of Education.

The year 1899 brought another enlargement to the State Board of Education when the General Assembly added to the membership of the Board; "three citizens of prominence actively engaged in educational work in the state, appointed by the governor, at least one of whom shall be a county superintendent, none of whom shall be appointed from any county in which any other member of the state board of education resides, or from which any other member was appointed * * * * "The three members to be appointed by the governor shall be appointed immediately upon the taking effect of this act. One of such members shall

be appointed for one year, one for two years and one for three years, from the date of his appointment, and each of said appointees shall serve until his successor shall have been appointed and qualified; and after the first appointment the governor shall annually appoint one such member to serve for the term of three years, to take the place of the member whose term shall have expired; and the governor shall further have power to fill all vacancies that may occur in the office of any such member who holds his office by appointment from the governor."

This increased the membership of the Board to eleven.

The State Board of Education has been in a way responsible for many of the new obligations placed upon it by the General Assembly, for the best school legislation that has been enacted, has originated in the State Board of Education and the State Department of Public Instruction.

Biennially, before the assembling of the legislature, a Committee of the State Board is appointed to examine into such needs of the schools, as must be met through legislation, and recommend the same to the State Board. These receommendations are discussed in Board meetings and if approved, the Board goes on record as standing for the advised legislation and recommends the same to the body of law makers.

During these years of school progress in Indiana, no requirements had been made for the teacher, the chief factor in a successful school, either by way of fixing qualifications or in the matter of establishing a wage scale. Anyone who could obtain a license was eligible to teach regardless of scholarship or training and such teacher could be paid whatever the trustee or school board saw fit to offer and the teacher cared to accept.

In 1907 a minimum wage law was passed placing the minimum scholarship of the teacher at graduation from a Commissioned or Certified High School and the minimum professional training at twelve weeks in a Teachers' Training School, approved by the State Board of Education.

Thus were the duties of the State Board of Education enlarged again by law, when that body was made a State Teachers' Training Board for the purpose of inspecting and passing upon the work of all schools that offered courses for the training of teachers.

At the present time in the state of Indiana there are twenty-nine approved schools or departments for the training of teachers. These schools must be inspected at least once a year, and for this purpose the Board is subdivided into Committees, two members

usually constituting one visiting committee for a group of schools. Reports of these inspections and recommendations are made to the State Board for approval.

Prior to 1913, the State Board of Education had in charge the inspections and commissioning of all high schools in the state.

In the inspection of high schools to be commissioned there was assigned to each member of the Board a group of schools consisting of 50 or more to be visited during the year.

Reports of these inspections and recommendations were all presented for action to the State Board at one of the regular meetings.

In 1902 at a Board meeting, March 14th, considerable time was devoted to the question of the state's having a high school inspector to devote his time to visiting and carefully inspecting the work of the various commissioned high schools of the state, but no statutory provision was made for this until 1913 when the office of high school inspector was created and by the appointment of that official the members of the Board were relieved of this duty.

In 1913 by the enactment of the Vocational Education law, the State Board was given full charge of the establishment and control of the education provided for by this law, not only the types in the elementary and high schools but also the work to be conducted in special vocational schools or departments provided for that purpose.

The provision of this law also affected the membership of the State Board of Education by adding three persons actively interested in, and of known sympathy with, vocational education, one, a representative of employes and one of employers, and discontinuing the ex officio membership of the Governor on the Board.

The Section of the law of 1913 reconstructing the State Board of Education reads as follows:

"The State Board of Education shall consist of the superintendent of public instruction, the presidents of Purdue University, the State University and the State Normal School, the superintendents of schools of the three cities having the largest enumertion of children for school purposes annually reported to the state superintendent of public instruction, as provided by law, three citizens actively engaged in educational work in the state, at least one of whom shall be a county superintendent of schools, and three persons actively interested in, and of known sympathy with,

vocational education, one of whom shall be a representative of employes and one of employers.

The governor shall appoint the members of the board, except the ex-officio members, for a term of four years.

In the first instance one member shall be appointed for two years, one for three years and one for four years. The present appointive members shall serve until the expiration of the time for which they were appointed. The governor shall fill all vacancies occurring in the board for the unexpired term, and each member shall serve until his successor shall have been appointed and qualified.

The superintendent of public instruction shall, ex-officio, be president of the board, and in his absence the members present shall elect a president pro tempore. The board shall elect one of its members secretary and treasurer, who shall have the custody of its records, papers and effects, and shall keep minutes of the proceedings. The records, papers, effects and minutes shall be kept at the office of the superintendent, and shall be open for inspection. The board shall meet upon the call of the president, or a majority of its members, at such place in the state as may be designated in the call. They shall adopt and use a seal, on the face of which shall be the words "Indiana State Board of Education," or such other device or motto as the board may direct, an impression and written description of which shall be recorded on the minutes of the board and filed in the office of the secretary of state, which seal shall be used for the authentication of the acts of the board and the important acts of the superintendent of public instruction.

The board shall have all the powers and perform all the duties now imposed by law on the state board of education."

The power to issue teachers' licenses is given by the laws of Indiana, to the State Board of Education, the Superintendent of Public Instruction and the County Superintendent.

The State Board of Education has control of the entire system, preparing the uniform questions to be used in the examinations, fixing the standards and arranging for licensing the teachers in those subjects not provided for by special statutes. The State Board of Education conducts all examinations for professional (eight years) and Life State Licenses and grades all manuscripts on the same. Other examinations are conducted by the County Superintendents and with the exception of the high school and supervisors manuscripts may be graded by them also.

In 1903 the management and control of the state library was,

by law, vested in the State Board of Education and that body made to constitute, for library purposes, the State Library Board, with power to formulate rules and regulations for the care and management of the library. The State Librarian is elected by the State Library Board for a term of two years and his assistants are appointed by him with the advice and approval of the State Library Board.

In 1855 the first trustees of Indiana University (eight in number) were named in the law and provision made that all vacancies should be filled by the State Board of Education. In 1891 this law was amended to provide for the election of three trustees by the alumni of the university who should also supply any vacancies coming thereafter through the death or resignations of any of these three.

The remaining five members are still named by the State Board of Education and vacancies arising through the death or resignation of any of these five are supplied by the Board.

Another duty of the State Board of Education is to appoint annually, in the month of June, or at its first meeting thereafter a "committee of three, who shall constitute a board of visitors, and shall, in a body or by one of its number, visit the State Normal School once during each term, and witness the exercises and otherwise inspect the condition of the school; and, by the close of the normal school year, they shall make a report to the board of trustees."

For all these services in the educational interests of the State, the members of the State Board of Education, other than the State Superintendent of Public Instruction, are entitled to receive $5.00 per day and five cents per mile necessarily traveled in the discharge of their duties as said members. The necessary expenses incurred in the discharge of the duties of the Board, such as clerk hire, postage, etc. are also allowed.

The growth in the duties and responsibilities of the State Board may be somewhat roughly gauged by the space covered by the records of their meetings.

Vo. I, a book 16″x10½″ contains 242 pages of records covering the time from June, 1853, through February, 1881, a period of twenty-eight years.

Vol. II, a book 18″x12″ contains 558 pages of records covering the time from April, 1881, through December, 1895, a period of fourteen years.

Vol. III, a book 18″x12″ contains 500 pages of records cover-

ing the time from January, 1896, through March, 1906, a period of ten years.

Vol. IV, the same size as Vol. III and containing fifty more pages has records covering the time from April, 1906, through May, 1913, a period of seven years.

Vol. V, the same size as Vol. IV, with the same number of pages contains records covering the time from June, 1913, through January, 1915, a period of about one and one-half years, while Vol. VI, the same size as Vol. V, has 506 pages of records covering the time from February, 1915, through October, 1916, a period of little less than two years.

The following constitute the present Board of Education, and are named in the order of their length of service on the Board:

W. W. Parsons, President Indiana State Normal School, Terre Haute, (ex officio member) 1885.

J. N. Study, Superintendent City Schools, Ft. Wayne, (ex officio member) 1896.

W. E. Stone, President Purdue University, Lafayette, (ex officio member) 1900.

W. L. Bryan, President Indiana University, Bloomington (ex officio member) 1902.

Charles A. Greathouse, State Superintendent of Public Instruction, (ex officio member) 1911.

J. G. Collicott, Superintendent City Schools, Indianapolis (ex officio member) 1912.

P. A. Reed, Secretary-Treasurer, Elliott and Reed Co., Richmond, (appointed by Governor) 1913.

H. G. Brown, Superintendent City Schools, Lebanon, (appointed by Governor) 1913.

M. F. Livengood, Superintendent of Schools, Fountain County, Covington, (appointed by Governor) 1913.

G. R. Grose, President DePauw University, Greencastle, (appointed by Governor) 1914.

Frank Duffy, General Secretary United Brotherhood of Carpenters and Joiners of America (appointed by Governor) 1915.

S. L. Scott, Superintendent Clark County Schools, Jeffersonville, (appointed by Governor) 1915.

L. P. Benezet, Superintendent City Schools, Evansville, (ex officio member) 1916.

The oldest member of the State Board of Education, in point of service, is W. W. Parsons, President of Indiana State Normal School, who has served as a member of the Board for thirty-one years. His term antedates by fifteen years that of Dr. W. E. Stone, President of Purdue University and by seventeen years that of Dr. W. L. Bryan, President of Indiana University.

In May, 1900, President Parsons was unamiously elected Secretary of the State Board and has been reelected to that office at each reorganization of the Board since that date, being Secretary at the present time.

During his long membership on the Board, President Parsons has served on the most important Committees of the Board, inspected high schools in practically every county in the state, examined hundreds of text books for adoption, visited Teachers' Training Schools, and been a large factor in establishing the educational policy of the Board.

Superintendent J. N. Study, the second oldest member in point of service, has been a member for twenty years.

Superintendent Studys' term antedates that of the other city superintendents (ex-officio members) by sixteen years.

He also has served on many important committees, inspected high schools in many sections of the state, examined large numbers of text books, visited teachers training schools. His very practical experience as a public school man and his sound judgment on matters pertaining to the administration of school affairs in the state has made him an exceedingly valuable member of the Board.

While the Board has been fortunate in the members appointed to serve for a definite term of years, its great stability and splendid work are due to men like W. W. Parsons, J. N. Study, W. E. Stone and W. L. Bryan, ex-officio members, who have worked together for almost fifteen years to carry out the ideas of the founders of our common school system, as embodied in the constitution, and early laws, and continue the work so ably started by their predecessors.

By the law of 1913, a large responsibility for the character of the State Board is placed upon the Governor of the State, for by the provisions of that law six members out of the thirteen are appointed by the governor of Indiana.

Responsibility also rests upon the School Boards of the three largest cities of the State who in naming the superintendents of their public schools, name at the same time members of the State Board of Education.

Three of the remaining four members are the presidents of the state educational institutions—State Normal School, Purdue University and Indiana University, whose qualifications as heads of these schools must necessarily be of high rank.

The Superintendent of Public Instruction completes the membership of the Board and as its Chairman, and as head of the State

Department of Public Instruction should always be a man of scholarship, training and integrity. Since this is an elective office, the responsibility for his choice rests with the people.

The people of Indiana are to be congratulated on the wise provision made in the early laws for the state administration of school affairs, and for the care and fidelity with which the State Board of Education has accepted its trust and directed the education of the schools of the state.

EXPENSES STATE BOARD OF EDUCATION.

	Oct 1, 1914 to Oct. 1, 1915.	Oct. 1, 1915 to Oct. 1, 1916.
Per diem members	$825.00	$950.00
Mileage members	1,877.66	1,763.60
Inspection of Schools	635.00	480.00
Committee work	325.00	495.00
Express, postage, telephone	700.00	600.00
Stenographer	35.00	.....
Making questions and grading manuscripts	1,150.76	1,180.00
Salary of clerk	1,083.29	1,083.29
Burford Printing Co	4,591.04	1,834.41
Ft.Wayne Printing Co., printing	.....	463.49
Total	$11,222.75	$8,849.79

EXPENSES STATE BOARD OF EDUCATION BY INDIVIDUAL ACCOUNTS AND OTHER EXPENSES.

	Oct. 1, 1914 to Oct. 1, 1915.	Oct. 1, 1915 to Oct. 1, 1916.
W. L. Bryan	$278.30	$272.00
W. E. Stone	313.40	316.80
W. W. Parsons	353.00	444.40
Geo. R. Grose	533.36	584.70
Geo. H. Tapy	452.00	.....
S. L. Scott	83.40	580.30
J. G. Collicott	442.46	260.20
J. H. Tomlin	578.10	621.70
J. N. Study	527.50	545.70
M. F. Livengood	535.90	622.70
H. G. Brown	439.20	394.50
P. A. Reid	296.80	130.00
Wm. Dodson	5.00	.....
Frank Duffy	10.00	95.60
Clerk of Board	1,083.29	1,083.29
Burford Printing	4,591.04	1,834.41
Stamps	700.00	600.00
Ft. Wayne Printing Co	.....	463.49
Total	$11,222.75	$8,849.79

EXPENSES OF STATE BOARD OF SCHOOL BOOK COMMISSIONERS.

	Oct. 1, 1915 to Oct. 1, 1916.
Per diem of members	$105.00
Examination of books	1,215.00
Advertising	252.50
Total	$1,572.50

EXPENSES OF STATE BOARD OF SCHOOL BOOK COMMISSIONERS BY INDIVIDUAL ACCOUNTS AND OTHER EXPENSES.

	Oct. 1, 1915 to Oct. 1, 1916.
W. L. Bryan	$110.00
W. E. Stone	110.00
W. W. Parsons	110.00
Geo. R. Grose	110.00
S. L. Scott	110.00
J. G. Collicott	105.00
J. H. Tomlin	110.00
J. N. Study	110.00
M. F. Livengood	110.00
H. G. Brown	110.00
P. A. Reid	105.00
Frank Duffy	105.00
Robert Humphreys (examining books)	15.00
Indianapolis News advertising	142.88
Indianapolis Star advertising	109.62
Total	$1,572 50

The Student Building, Indiana University, Bloomington, Indiana.

CHAPTER III.

HISTORY OF HIGHER INSTITUTIONS OF LEARNING.

Standard Colleges

INDIANA UNIVERSITY.

William L. Bryan, President.

The members of the Indiana Constitutional Convention of 1816 were followers of Jefferson. In the year of the Convention he wrote: "If a nation expects to be ignorant and free, in a civilized state, it expects what never was and never will be." Thirty years earlier he had written: "Above all things, I hope the education of the common people will be attended to; convinced that on their good senses we may rely with the most security for the preservation of a due degree of liberty." In 1810 he wrote: "The information of the people at large can alone make them safe." In 1820, the natal year of the University, he wrote: "Education is the true corrective of the abuses of constitutional power." In 1810 he wrote to John Tyler that he had two great measures at heart, without which no republic can maintain itself in strength. One of these measures was "that of general education, to enable every man to judge for himself what will secure or endanger his freedom."

In the light of this teaching the Convention ordained in the Constitution: "It shall be the duty of the General Assembly, as soon as circumstances will be permited, to provide by law, for a general system of education, ascending in a regular gradation from township schools to a State University, wherein tuition shall be gratis, and equally open to all."

In his annual message, December 7, 1819, the first governor of the State, Jonathan Jennings, said: "The Constitution has made it the duty of the General Assembly, as soon as circumstances will permit, to provide by law for a general system of education. The future reputation and prosperity of the State must greatly depend upon the means of education being generally diffused. Ignorance has generally been the offspring of Despotism and ruinous to the rights and liberties of mankind. The Blessings of liberty can only be appreciated, and rendered ultimately secure, when, by the means of education, useful information is

generally diffused. Its importance will be obvious to all the Legislature, and will no doubt, receive that consideration which its consequence and beneficial results require."

In accordance with this sentiment the General Assembly enacted a law January 20, 1820, under which Judge Charles Dewey, Jonathan Lindley, David H. Maxwell, John M. Jenkins, Jonathan Nichols, and William Lowe, as the first board of trustees, located a State Seminary at Bloomington, on the lands reserved by the United States and given to the State as an endowment for a seminary.

The Seminary was opened in the fall of 1824 by Baynard R. Hall, a graduate of Princeton. In 1827 a board of visitors including the governor and the supreme judges inspected the Seminary and made a favorable report, so that in his annual message December 4, 1827, Governor Ray could say to the General Assembly: "They witnessed, with special satisfaction, the examinations of the students, in the various branches of science and literature to which their attention had been devoted by the able instructors. The proficiency to which many scholars had attained in the Latin and Greek languages, and in the mathematics, presented both students and professors in the most favorable light. That portion of Seminary lands which was sold in Monroe and Gibson counties brought a fair price, producing near thirty thousand dollars. The interest upon this sum, together with the amount due the institution from the State, will produce an interest of two thousand dollars for its support. All unite in supposing that the interest on the fund is now sufficient to justify the institution in taking the rank of a college, and to employ a president and other professors; leaving a sum to be appropriated each year to purchase a library and apparatus. Your body is respectfully requested to give the institution a college charter. When all this shall have been accomplished but little doubt is entertained that the youth of Indiana can obtain their education at home without performing an unnatural journey to another state for it."

In answer to this request the General Assembly, January 24, 1828, granted the charter, creating a college "for the education of youth in American, learned, and foreign languages, the useful arts, sciences, and literature". It was further enacted that no "sectarian tenets or principles be taught, instructed, or inculcated at said college, by any president, professor, tutor, or instructor thereof".

The college was opened in the fall of 1829 by Andrew Wylie, a

graduate of a small college in western Pennsylvania, and an educator well known to a number of the leading men of the State. The College prospered during the next ten years and gradually won a place of favor in public opinion.

On the 5th of December, 1837, Governor Noah Noble in his last annual message to the General Assembly referred to the College as follows: "The present is the last opportunity I shall have of appealing to you in behalf of the State College at Bloomington, and I cannot, without disregarding the suggestons of duty, pass it by in silence. A high standard of proficiency is required from the candidates for its honors, a wholesome discipline is enforced, and every effort is made by the faculty to insure the promised objects of its establishment. They have succeeded thus far in advancing with the progress of our growth and resources. The wants of the age now demand a broader diffusion of the lights of sciences and the principles of sound morality and virtue, and deeming this a propitious time for carrying into effect the provisions of the Constitution of Indiana, with regard to the establishment of a State University, I beg you to indulge me in repeating the recommendation, that you shall bestow on the institution that distinction and the necessary endowments."

The General Assembly responded to the appeal with a charter, approved February 15, 1838. Little change was made in the character of the school by the new charter further than to change it from a college to a university with power to establish schools of law and medicine.

The State became almost a bankrupt in the year the University charter was granted and was not able for the next fifty years to devote much money to any State institution. The loss of $12,000,000 in internal improvements and the stress of the Civil War prevented it from carrying out its general policy of education. Beginning with 1867 small specific appropriations were made averaging from 1867 to 1895 about $15,000 per year. In the latter year a special tax levy of one-fifteenth of a mill on each dollar of taxable property of the State for the benefit of the University was authorized. This was increased by the General Assemblies of 1903 and 1913 until the present levy is two and four-fifths cents on each one hundred dollars of taxable property.

As expressed in the various charters, the purpose of the University has been to educate the young men and women of Indiana. Throughout the century this has been the problem always uppermost in the minds of its administrators. The curriculum has

been expanded to meet the growing needs of education in the State. During the period of the Seminary only the classic languages and mathematics were taught. The latter subject was supposed to fit the students for land surveying, then one of the most useful arts. The languages were considered the proper foundations for a professional career.

With the organization of the College in 1828 philosophy, both mental and moral, political economy, and polite literature were offered by the new president; while the teacher of mathematics also offered instruction in natural and mechanical philosophy and chemistry. In general, during the life of the College professorships were maintained in metaphysics, mathematics, Latin and Greek, and natural philosophy and chemistry, or the natural sciences. In 1829 a Preparatory School was established to supply, at least in part, the lack of secondary schools in the State. This school continued till 1890 when it was believed the prevalence of high schools throughout the State rendered its continuance unnecessary.

The chartering of the University in 1828 made no appreciable change in the organization. The faculty till 1840 usually consisted of three members, making it necessary for one professor frequently to fill two chairs. Thus from 1840 to 1843 the professor of mathematics, a graduate of West Point, was in charge of a military department. It was necessary to discontinue this department at the latter date on account of the resignation of the professor of mathematics.

In 1842 the first results of the charter of 1838 appeared in the organization of a Law School. This school was both popular and prosperous until 1877 when it had to be closed for want of funds. The trustees, however, in 1889 were able again to open it, and it has grown continually since.

An interesting feature of the curriculum up till 1840 is the fact that only one subject was studied at a time. The first year and a half were devoted entirely to the langauges; then came a year of mathematics; then a half-year in the natural sciences; and then the last year with the president in philosophy, including the Constitution of the United States and evidences of Christianity. During the forties the classic languages almost monopolized the curriculum, a little science, philosophy, and mathematics being given in all the years.

That this curriculum was not entirely satisfactory is evidenced by the list of students in the catalogs of 1845 and following years

designated as "scientific" and "irregular". This dissatisfaction with the "regular" classical course led in 1854 to a special course of study leading to the degree Bachelor of Science. This course as laid down in 1856 contained neither Greek nor Latin. In their stead are such subjects as geography, English grammar, arithmetic, American history, English composition and declamation, English literature, geology, agricultural chemistry, physiology, surveying, civil engineering, international law, and astronomy. It is easy to read the history of the times in this reform of the curriculum. The Scientific course could be finished in three years.

In 1850 one-half of all the curriculum and six-sevenths of the language work was in Greek and Latin. In the decade ending with 1860 German was added. A small amount of history had been taught up to 1840 but during the decade from 1840 to 1850 it disappeared; from 1850 to 1885 it occupied the time of one teacher. Political economy was taught as a branch of philosophy till about 1885. Pedagogy was taught during the decade from 1860 to 1870 and was then dropped out of the curriculum till 1885. Beginning about 1885 the natural sciences began to receive increased attention. The Scientific course was lengthened to four years in 1868, with Latin required during the first two years. German and French were special studies until 1871; that is, they were not required in any special course.

There were no elective subjects till 1878. Up to that time all candidates for degrees pursued the course laid down in the curriculum. From 1878 to 1886 there were three parallel courses offered. First was the course in Ancient Classics looking toward the A. B. degree. Second was the course in Modern Classics leading to the degree, Bachelor of Letters. Third was the old Scientific course with the degree B. S. In the junior year of the first course, German, Latin, botany, history, chemistry, zoology, and elocution were electives. In the senior year Greek and oratory were added to the list. In the course in Modern Classics in the last two years rhetoric, German, Latin, mathematics, chemistry, zoology, elocution, botany, and history were electives. In the Scientific course the junior and senior electives were botany, civil engineering, chemistry, and mineralogy, French, history, paleontology, and comparative anatomy.

It was soon found advisable to require some system on the part of students in the selection of electives. In 1887 this led definitely to the present "major subject" system. As early as 1868 an option had been allowed between Latin and the modern

languages. These options were increased until 1886 when the old three-course system was completely abandoned, and two courses leading to the A. B. degree, three leading to the Ph. B. degree, and three leading to the B. S. degree, took its place. From this to the present departmental plan was only a short step, and this was taken in 1887. Since that time the new subjects have been at first placed in the curriculum as "special". The first of these were "French" and "Hebrew". The former, offered perhaps from the opening of the college, finally made its way into the regular curriculum; the latter was dropped in 1855. In 1841 "engineering" and "bookkeeping" appeared as "specials", the former remaining, the latter dropping out in 1853 and appearing again about a half-century later. In 1854 "German" appeared and has remained; but "Spanish", which appeared in 1863, never attracted a large number of students. With the adoption of the elective system all "specials" disappeared.

The following departments show the scope of the instruction at present: Greek, Latin, Romance Languages, German, English, Economics and Sociology, Philosophy, Mathematics, Astronomy, Physics, Chemistry, Geology, Zoology, Anatomy, Physiology, Fine Arts, Comparative Philosophy, History, Political Science, Botany, Music, Social Service, Journalism, Home Economics and Vocational Education. These departments are in the College of Liberal Arts, except Home Economics and Vocational Education, which are also parts of the School of Education.

The School of Education offers courses in elementary education, secondary education, school administration, educational psychology, history and philosophy of education, home economics, and vocational education. This school was organized after the passage of the School Law of 1907.

The School of Law requires two years of college work as a reparation for entrance, after which its curriculum covers three years and leads to the degree L. L. B. The Law School has been in continuous operation since 1842, except for the period from 1877 to 1889 when it was suspended for lack of funds.

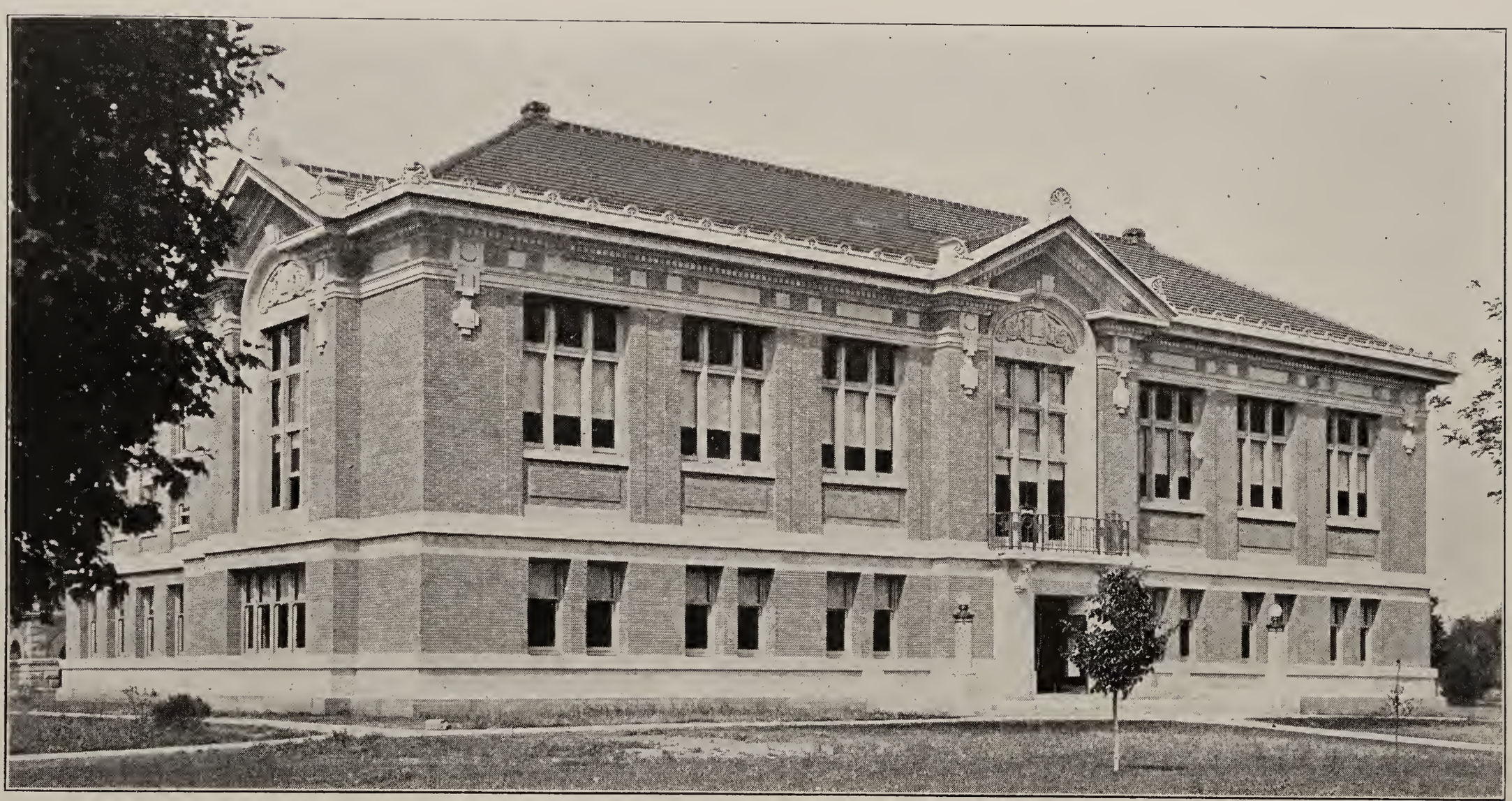
The School of Medicine represents the development and consolidation of the medical schools of the state since 1869. By 1908 the various schools were consolidated into the present school which is a part of Indiana University. It is located at Indianapolis and Bloomington. It requires two years of college work for entrance and its curriculum requires four more years for completion. The Robert W. Long Hospital belongs to the University and is used in its clinical teaching.

In connection with the School of Medicine the Training School for Nurses is maintained at the Robert W. Long Hospital in Indianapolis. The academic requirements for admission are the same as for the College of Liberal Arts.

The Graduate School was formally organized in 1904 and in its twenty-three departments offers a continuation of the work of the Liberal Arts school leading to the degrees A. M. and Ph. D. Four years of college work are required for entrance.

Besides these regular schools the University offers courses in physical education for men and women. Classes are conducted in light and heavy gymnastics, wrestling, swimming, tennis, basketball, football, baseball and track work.

The last division of the University organized is the Extension Division. The purpose of this division is to make the teaching of the University more available to the people of the State, "to bring the University to the people where the people cannot come to the University." The work of this division consists at present of four parts: (1) Correspondence-Study. In this field members of the University faculty prepare courses similar and equivalent to the courses offered in the classroom. These courses are then administered by correspondence. (2) Instruction by Lectures. In this field the Extension Division furnishes from the faculty or elsewhere lecturers either for single numbers or for lecture courses. (3) Debating and Public Discussion. In this field questions suitable for debate in high schools and literary societies are suggested and material furnished from which the debaters may prepare their arguments. (4) General Information and Welfare. In this field the division is prepared to furnish information on almost any subject. Community Institutes, somewhat on the plan of county teachers' institutes, or farmers' institutes, in which questions of health, economy, business, and social improvement are discussed. Industrial surveys of a community are made with a view of helping the community to improve its schools, library facilities, streets, parks, lights, or other public service. Pictures and slides are loaned for free exhibition by schools, churches, and libraries, and conferences on scientific subjects or subjects connected with the general welfare are held. The Extension Division was organized in 1912 and had expanded rapidly.



The Library, Purdue University, Lafayette, Indiana.

PURDUE UNIVERSITY,

WINTHROP E. STONE, President.

Purdue University was organized under an act of Congress, passed July 2, 1862. This act appropriated public lands to the several states for the purpose of aiding in the maintenance of colleges "where the leading objects shall be, without excluding other scientific or classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." The act provides that States availing themselves of the benefits offered shall establish and maintain not less than one college of the nature above indicated. It also specifies certain conditions in accordance with which this shall be done. Among these conditions are the following:

First. "No portion of said fund, nor the interest thereon shall be applied directly or indirectly, under any pretense whatever, to the purchase, erection, preservation or repair of any building or buildings.

Second. "Any State which may take and claim the benefit of the provisions of this act shall provide within five years, at least, not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchase under the State shall be valid."

The State of Indiana, by an act approved March 6, 1865, obligated itself as follows:

"The State of Indiana accepts and claims the benefits of the provisions of the acts of Congress, approved July 2, 1862, and April 4, 1864, and assents to all the conditions and provisions in said acts contained."

The State accepted from John Purdue and other citizens of Tippecanoe County donations to the amount of $230,000, and pledged its faith to the adequate and perpetual maintenance of the institution. Purdue University is also a beneficiary of four acts of Congress, known respectively as the Hatch, the Morrill, the Adams and the Nelson acts. The amount received annually from the United States as proceeds of the original grant and of the four subsequent acts is $69,000. Private donations have been received from Amos Heavilon, from Eliza Fowler, from James Fowler and from William C. Smith, for the erection and equipment of buildings. Moses Fell Dunn of Bedford has bequeathed to the University several hundred acres of land and sureties to the value of $100,000 for maintaining a demonstration farm in Lawrence County.

By an act of the Legislature of 1869 the institution thus provided for was located in Tippecanoe County, and the faith of the State was pledged that the location so made shall be permanent.

The name of Purdue University was also established by legislative act of 1869, as follows: "In consideration of the said donation by John Purdue, amounting to one hundred and fifty thousand dollars, and of the further donation of one hundred acres of land appurtenant to the institution, and on condition that the same be made effectual, the said institution, from and after the date of its location aforesaid, shall have the name and style of 'Purdue University'; and the faith of the State is hereby pledged that such name and style shall be the permanent designation of said institution, without addition thereto or modification thereof."

It thus appears that the University, while bearing the name of John Purdue, is an institution exclusively under State control, and that government aid was originally extended, not only to establish, but to aid in maintaining a State institution of a specific kind.

Purdue University is supported by legislative appropriations, by the proceeds of an endowment granted by the General Government and held in trust by the State of Indiana (three hundred and forty thousand dollars), by appropriations from the General Government amounting to eighty thousand dollars, and has nonproductive property in buildings, lands, and equipment to the value of over two millions of dollars. It has one thousand acres of land in its campus and farm, twenty-nine buildings, well equipped laboratories, shops, museums, library and reading rooms.

The purpose of the University is to afford the young men and women of Indiana an opportunity to acquire a good college education in mathematics, science, literature, and art, and at the same time to secure instruction and practice in such lines of work as will fit them to engage in the practical industries. The instruction is both theoretical and practical. The usual methods of text-book study, recitation and lecture are employed, but the student is required to put into practice, so far as possible, the instruction which he receives. The work of the class-room is supplemented and practically exemplified by practice in the laboratories.

1. In Agriculture—
   Science and practice of agriculture; horticulture; entomology; agricultural chemistry; veterinary science; dairy husbandry; animal husbandry.

2. In Applied Science—
   Biology; chemistry; physics; art; sanitary science; forestry; home economics.
3. In Mechanical Engineering—
   Shop practice; machine design; transmission of power; steam engineering; railway mechanical engineering; gas engineering; heating and ventilation.
4. In Civil Engineering—
   Shop practice; railway engineering; structural engineering; hydraulic engineering; sanitary engineering.
5. In Electrical Engineering—
   Shop practice; machine design; power generation and transmission; electric railway engineering; telephone engineering; illuminating engineering.
6. In Chemical Engineering—
   Shop practice; chemistry; physics; applied electricity; mathematics; mechanics; steam engineering; materials testing.
7. In Pharmacy—
   Pharmacy; chemistry; materia medica; prescription practice.

The following general departments of instruction are maintained in connection with the above: English, Mathematics, Modern Languages, History, Economics, Education, Military Science, Physical Education.

During the school year of 1915-16 the total enrollment of students was 2,473, the graduating class in June, 1916, was 318 and 45 degrees were conferred. The teaching staff consists of 210 persons in addition to which the staff of scientific workers in the Experiment Station numbered 51 and the staff of the Agricultural Extension Department numbered 22. The annual income for the Departments of Instruction was approximately $600,000, for the Agricultural Experiment Station approximately $350,000, and for the Agricultural Extension Department $50,000.

The Agricultural Experiment station, organized under the act of Congress approved in 1887 "to promote scientific investigation and experiments respecting the principles and applications of agricultural science", supplemented by later acts of congress and of the State Legislature. The Experiment Station is a scientific bureau not concerned with teaching students, with an independent staff of scientific workers and separate funds, and an extensive plant of offices and laboratories. Its functions are closely related to the School of Agriculture and its work is of great interest and value to both students and instructors in this school.

The Department of Agricultural Extension, organized under Act of Legislature of 1911, has for its function the extension of

knowledge carrying the work of the Experiment Station and the School of Agriculture to persons not in attendance at the University. Its activities are manifold and various reaching hundreds of thousands of farmers and others seeking elementary knowledge of agricultural practice and rural betterment.

A member of the Extension Department staff is under the Vocational Education law the supervisor of agricultural education in the public schools of the state. Under his direction vocational agricultural classes have been organized in many sections of the state and pre-vocational education training established in all of the public schools. Courses of study in elementary agriculture have been prepared and published and the whole work of agricultural education has been well established throughout the State. A profitable feature of this enterprise has been the inauguration of boys' and girls' clubs which, acting in connection with the school room instruction, carry out home projects in growing corn, potatoes, fruit, vegetables, in making household products, in canning, sewing, etc. This promises to be one of the most fruitful developments of vocational education where, on the farm or in the home, the principles taught in the school are put into application. The educational influence of this extends far beyond the school room.

County agents as provided for under the vocational law, are also under the supervision of the Extension Department. These agents are now at work in many counties of the state and by personal contact with farmers, by organizing of rural enterprises, demonstration of better methods of agriculture are proving a most important and useful factor in the rural industries.

In addition to these activities under the state law, the federal law, known as the Smith-Lever Act, furnishes money and authority to organize district short courses of instruction in agriculture and home economics, to carry on demonstrations, prepare exhibits, furnish lecturers, and experts in connection with all departments of agriculture and home making. This enterprise is strictly educational and supplements in a large and important way the work provided for in our own state laws. Thus, altogether, the Department of Agricultural Extension is able to reach the children in the public schools, the actual workers on the farms and in the home in a program which is essentially educational but is also more, in that it touches upon the practical application of knowledge to these fundamental industries of the state.

Butler College, Indianapolis.

BUTLER COLLEGE.

THOMAS C. HOWE, President.

Butler College, in its foundation and throughout its career, has emphasized certain ideas. A description of these will best explain whatever distinctive character it possesses. As an institution of learning it has attempted to maintain high standards of scholarship, or to be in the words of its charter, "an institution of learning of the highest class". In comparison with many movements for the quantitative extension of education, these standards have been relatively abstract, determined by educational and scholarly considerations, rather than by popular and temporary demands. Maintenance of adequate scholastic requirements for entrance and for graduation has been adhered to even at the expense of curtailed attendance. Within the college course, literary, historical and philosophic subjects have usually occupied a relatively large place. The emphasis has tended toward liberal rather than technical education. The natural sciences have been taught chiefly for their cultural and educational value. The work of such instructors as David Starr Jordan, R. B. Moore, and their successors has been effective in imparting enthusiasm for and proficiency in the sciences. But the literary culture and humanitarian interests of those who in the early days and throughout long service in the institution molded its character has given it perhaps something of a literary and academic stamp. The names of Allen R. Benton, Samuel K. Hoshour, William M. Thrasher, O. A. Burgess, Catherine Merrill, Scot Butler, Demarchus C. Brown, Will D. Howe and others, are notable in this respect.

A third characteristic of Butler College, less general among educational institutions fifty years ago than now, is the absolute equality therein between the sexes provided for in the beginning and since undisturbed. It was one of the first strictly coeducational colleges in the United States. The idea is no longer distinctive in itself, but the charter provisions and the long traditions of Butler make the idea a distinctive feature in its history. The chief emphasis in the minds of the founders, however, was perhaps the establishment and preservation of a close union of the three things linked together in the Northwest Ordinance of 1787, religion, morality and knowledge. It was their desire that the college "teach and inculcate the Christian faith and Christian morality as taught in the Sacred Scriptures". Specifically, they held the point of view characteristic of the Christian Churches, or

Disciples of Christ, and recognized the Scriptures as the sole standard of authority, "discarding as uninspired and without authority all writings, formulas, creeds and articles of faith subsequent thereto". Butler College has never had any organic ecclesiastical connections, its classes have always been open to students of any or of no religious persuasion, and with a few exceptions in the remote past its faculty and its officers have been recruited from men of varying religious opinions. Sympathetic relations, however, are maintained with the Christian Churches, support has chiefly come from those churches and their members have preponderated in the guidance of the institution.

The constitutional history of Butler College may be briefly summarized. It received its charter from the General Assembly of Indiana to go into effect January 15, 1850, under the name of the Northwestern Christian University. The college opened its doors November 1, 1855, in the old buildings on what is now College Avenue, in Indianapolis. In 1873 the Board of Directors decided to remove to the suburbs east of Indianapolis, in Irvington, now a part of the city. In 1875 classes were begun in this, the present location. In recognition of the great interest, influence and gifts of Ovid Butler, one of the founders, the name was changed, February 28, 1877, to Butler University. By resolution of the Board of Directors, April 8, 1896, the popular, though not the legal name, was changed to Butler College. In keeping with the policy gradually formulated about this time, energy has been centered solely on strictly college work, no attempt has been made to develop general university work, and the preparatory classes, kept up for nearly fifty years, but made unnecessary by the splendid development of high schools throughout the State, have been discontinued. Cooperative, but inorganic, association has been long continued with the Indiana Law School and the Indiana Dental College, both of Indianapolis. In connection with Butler College and as an organic part of its work, a School of Ministerial Education has been developed, which since 1914 has given an adequate course in preparation for the Christian ministry and confers the degree of Bachelor of Divinity. The College of Missions, founded in 1910 by the Christian Woman's Board of Missions, of the Church of Christ (Disciples), occupies grounds adjacent to the Butler College campus, and, without organic connection, instruction and library facilities are exchanged by the two institutions.

An interesting and important change in the organization of the

college was effected some seven years ago. In the beginning, following a method then common among educational institutions, it was organized as a stock company, the shares of stock bearing dividends accepted in lien of money as payment for tuition. It was, by some, supposed that subscribers to the new institution would thus make a profit and that the college once started would pay its own way. Educational requirements and necessities, however, have grown and state aid and private philanthropy have kept pace with them until college students in this country on an average pay less than a third of the actual cost of their instruction. The college today is not a profit maker, but on the contrary needs ever increasing support from the state or from voluntary gifts to enable it to give its students an adequate training. The stock holders of the old Northwestern Christian University had long ceased to derive advantage from their stock when it was decided to modernize the organization of Butler College. By act of the General Assembly of Indiana in 1909, the college was authorized to retire its stock, and this has since been done. The Board of twenty-one Directors then existing was voted by the stockholders self-perpetuating, and the management of the college was thus reconstructed upon the most approved lines.

Aside from the work in its own buildings during the academic year and in the summer session, extension classes were organized in 1898 and given in downtown public school buildings. These classes have been taken chiefly by teachers in the Indianapolis Public Schools and have been given in cooperation with the public school system of the city.

In general, it may be said that Butler College is one of the many institutions organized by private initiative chiefly with religious motives to supplement the inadequate public provision for higher education in Indiana and the old Northwest. A large number of these failed to gain adequate support or became unnecessary and did not. Some of them, and among them Butler College, by reason of the distinctive character which they have developed, by means of the substantial and continued response which their work has evoked, and aided by favorable location, have enjoyed a solid growth and have not only justified their existence, but have occupied an increasingly large place in the life of the state and nation.

The following statistics give a brief statement of the work of Butler College during the year 1915-1916.

The total attendance was as follows:

Graduate students	32
Undergraduate students	406
Special	23
Teachers' College Study Dept	161
Summer session	65
Total	687
Deduct for names counted twice	65
	622

Seventeen different religious bodies were represented in the student body. Twenty-five claimed no church affiliation. One hundred sixty-three were Disciples of Christ. Eighty-two were Methodists, fifty-one Presbyterians, twenty-six Baptists, thirteen Catholics, twelve Episcopalians, and eleven other denominations were represented.

There are, at present, thirteen departments with fourteen full professors, three assistant professors, and two instructors. This does not include the four professors and two instructors offering courses at the College of Missions, nor our instructor for part time in Forensios, and two in Physical Training. There are, therefore, all together, twenty-eight persons offering instruction.

East College, DePauw University, Greencastle, Indiana.

DE PAUW UNIVERSITY.

George R. Grose, President.

January 10, 1837, has been regarded as the birthday of this institution. On that day the Legislature of Indiana granted its charter of incorporation in response to the petition of the Trustees: Robert R. Roberts, John Cowgill, A. C. Stevenson, Wm. H. Thornburgh, Wm. Talbot, Rees Hardesty, Joseph Crow, John W. Osborn, Thomas Robinson, Hiram E. Talbott, James Montgomery, Daniel Sigler, Isaac Matkins, Tarvin W. Cowgill, Wm. Lee, Wm. K. Cooper, Calvin Fletcher, Gamaliel Taylor, Martin M. Ray, Isaac E. Elston, S. E. Leonard, W. W. Hitt, J. A. Wright, T. A. Howard, and Jacob Hays, representing the Methodist Episcopal Church. The school was chartered as the "Indiana Asbury University." This name was selected from several that were proposed by the earnest request of the chief founder, Bishop Robert Richford Roberts. in honor of Francis Asbury, the great pioneer Bishop who had died in Virginia in 1816.

The management of the institution was vested in a body consisting of twenty-five Trustees and nine Conference Visitors. By various changes in the charters the governing board is now known as the Joint Board of Trustees and Visitors, with a maximum membership of thirty-five trustees and nine Visitors.

Under the name, "The Indiana Asbury University" the school enjoyed a most useful career, until in 1883 it was confronted with a financial crisis which threatened its life. In this emergency the Trustees and other supporters made a most earnest appeal to Washington C. DePauw of New Albany to make this school the chief object of his beneficience. At the time, Mr. DePauw was traveling in Europe, and the correspondence upon the subject of the re-organization and enlargement of the university was voluminous and highly creditable to the participants. Mr. DePauw repeatedly asserted, both in written and oral statements, that it was not in his power to give the university a sufficient and final endowment. He claimed that unless his gifts were supplemented by large and perpetual contributions from others, the university could not be properly supported. He was finally induced to adopt the school as the object of his well considered plans for practical benevolence in the direction of Christian education. He prescribed certain conditions, looking toward the co-operation of

the Church, and of friends interested in this good cause. Mr. DePauw more than fulfilled his promises although all the conditios were not fully complied with by all the conferences. The chief representatives of the university in negotiations with Mr. DePauw and in securing the co-operation of the church and the public were: President Alexander Martin, Vice-President John Clark Ridpath, Bishop Thomas Bowman, Dr. John J. Hight, Colonel John W. Ray, Governor Will Cumback, Judge Asa Iglehart, Dr. John Simison, Frank P. Nelson, William Newkirk, Clement Studebaker, Granville Moore, Charles C. Binkley, Dr. Fernando C. Holliday, and John E. Earp. After he had magnificently provided for the increased efficiency of the university, the Board of Trustees, by unanimous vote, and over the protest of Mr. DePauw himself, changed its name to DePauw University. This action was taken on the 17th day of January, 1884, and on the 5th day of the following May, the change was legalized by the Circuit Court of Putnam County. With a new name and larger equipment, the university began a brighter chapter in its history, but a great shock came when, on the 6th day of May, 1887, its chief patron and benefactor was suddenly called from this life. The munificent liberality of Mr. DePauw was encouraged by his family before his death, and they continued to manifest a most active interest in the welfare of the university. The total gifts of Mr. DePauw and his family to buildings, grounds, libraries, endowment, and many incidental calls, amount to approximately six hundred thousand dollars. We greatly regret that the limits of this article forbid the mention of scores of noble men and women who made their own lives larger and more beneficent by their liberal gifts to DePauw University.

The university owns thirteen buildings: West College, East College, Middle College, Woman's Hall, Music Hall, Simpson Hall, Florence Hall, Larrabee House, McKim Observatory, Minshall Laboratory, Carnegie Library, "The Towers", residence of the president, and The Bowman Memorial Building. Several residence properties and the Commercial Hotel have come into the possession of the college by purchase or bequests. The grounds, including the McKeen Athletic Field, amount to forty seven acres.

The libraries of the university, general and departmental, contain a total of approximately fifty thousand bound volumes and several thousand classified pamphlets. The endowed de-

partmental libraries, eight in number, memorials of trustees and other benefactors, show a total of 10,812 volumes.

The departments of Physics and Chemistry are housed in the building provided by the late D. W. Minshall. Biological departments occupy three floors of Middle College. The chair of Mathematics and Astronomy, in addition to a lecture room in Minshall Laboratory has the facilities of McKim Observatory and its equipments.

The founders proposed to provide the best possible education at the least possible cost. Before the school owned a building, efforts were made to secure a fund, the interest of which should provide free tuition for all students. Many varieties of scholarships were sold, the most popular, "perpetual and transferable," for $100. Such a scheme seems unwise, but in that day of limited resources it brought good results. The history of the many efforts to increase the endowment can not be given here. Suffice to say, the Treasurer's report for June 30, 1915, states: The plant $561,400. Endowments $1,425,959.51. New gifts announced June 7, 1916, $244,000. Total $2,231,359.51.

The main division of the institution has always been the College of Liberal Arts, but at various periods there have been professional schools and other departments. The number of graduates with the bachelor's degree, from the first class, 1840, to the class of 1916, 3,054; Graduates in Medicine 40; Law, 187; Theology, 65; Music, 132; Art, 36; total, 3,514. Honorary Alumni: Master of Arts, 86; Master of Science, 1; Doctor of Philosophy, 18; Divinity, 153; Literature, 3; Laws, 47; Pedagogy, 1; grand total, 3,934.

In earlier years students were not destitute of physical exercise in many varieties of athletic games. The first inter-collegiate game of baseball was between Wabash and Asbury, November 4, 1866. Little attention was given then to organization and coaching, but the playing was vigorous. The Alumni Athletic Committee has rendered great assistance in improving the gymnasium service and the athletic teams.

The most concise sketch of DePauw must not fail to mention this department. Both the college and the town were not without participants in the Mexican and the Civil War. In 1877 Major Charles W. Smith of the class of '67 organized a company, for exercise and discipline rather than for military preparedness. The enterprise became popular, the detail of an army officer was secured, and in due time the department expanded into four com-

panies of infantry, a battery of artillery, and a troop of cavalry. Several valuable prizes were won in competition drills with crack companies from distant parts of the country. The Zouaves particularly were in great demand for exhibition drills. The various officers detailed as commandants were for the most part a great accession to the university both in scholarship and discipline. At the beginning of the Spanish-American War the Commandant was relieved and ordered into field service. The artillery and other equipments were removed, and the department was suspended.

The seventy-seventh Commencement of DePauw is coincident with the centennial of the State of Indiana. The two events are of great historial significance. The graduating exercises were held for the first time in the spacious auditorium of the Bowman Memorial Building. The name of this great edifice brings to mind the honored President and Bishop, who for over half a century had official connection with the school as President, trustee and chancellor. In all these years, his efforts and influence were of the greatest service, and now this memorial is not only a tribute to his worth, but an incentive to later generations to loyal devotion to the school he loved so much and served so well. The exercises of the day were intensely gratifying to all, the oration of S. Parks Cadman of New York, the music by our own School of Music, and the impressive ceremonies in the conferring of degrees, but the climax of interest was reached when President Grose announced new gifts amounting to $240,000. The pioneers who established this school could hardly dream that the time would come when by donations of friends, such a sum could be realized in a single year. What gifts will be announced when DePauw comes to celebrate her own Centennial!

Summary.

Presidents of the corporation from 1837 to 1916: Alexander Stevenson, Rees Hardesty, W. H. Thornburgh, John Cowgill, S. W. Parker, Edward Ames, John Allen Matson, David McDonald, Willis W. Hitt, Alexander Downey, John Ingle, Henry S. Lane, Washington C. DePauw, Thomas Bowman, Newland T. DePauw, William Newkirk, Martin V. Beiger, and Hugh Dougherty. Officers of the corporation: Hugh Dougherty, President; Roy O. West, Vice-President; Henry H. Hornbrook, Secretary; Union Trust Company, Custodian Endowment Fund; Central

Trust Company, Custodian Current Expense Fund; Salem B. Town, Treasurer and Financial Secretary; Cyrus U. Wade, Endowment Secretary. Executive Committee: Charles W. Fairbanks, Chariman; Frank C. Evans, H. L. Gordon, W. L. Latta, J. M. Ogden, G. R. Grose, S. B. Town.

Officers of the University: Chancellors, Thomas Bowman, William Howard Hickman; Presidents, Matthew Simpson, Lucian B. Berry, Daniel Curry, Thomas Bowman, Reuben Andrus, Alexander Martin, John Price Durbin John, Hillary Asbury Gobin, Edwin Holt Hughes, Francis John McConnell, and George Richmond Grose.

Earlham Hall, Earlham College, Richmond, Indiana.

EARLHAM COLLEGE.

ROBERT L. KELLY, President.

In 1847, the members of Indiana Yearly Meeting of Friends founded an institution of higher learning at Richmond which in 1859 was charted as Earlham College. This center of learning has made conspicuous contributions to the educational work and spirit of the country. It was one of the first to admit women on identically the same basis as men, antidating in this respect the great State universities which have all recognized the principle of coeducation.

Earlham College was also a pioneer in modern scientific study. The first chemical laboratory in the State, used for educational purposes was founded here, as well as the first astronomical observatory and the first museum of natural history. The College has always fostered the scientific spirit and now has well equipped laboratories in physics, chemistry, geology, botany and zoology as well as the observatory and the museum.

The liberal arts also have been prominent and excellent facilities are maintained for undergraduate work of the highest order in philosophy, social science, education, Biblical study and the languages and literatures, ancient and modern.

Men and women who received their College training at Earlham have proved the excellence of their training as members of the faculties at Harvard, Yale, Wellesley, Vassar, Mt. Holyoke, Columbia, University of the City of New York, Pennsylvania, Johns Hopkins, Michigan, Chicago, Illinois, California, Leland Stanford Jr., and many other universities and colleges of the highest rank.

Earlham is recognized as a college of the first rank also by the great standardizing agencies as the Carnegie Foundation for the Advancement of Teaching, The General Education Board, The Association of State Universities and the United States Bureau of Education. The Universities of Germany, before the war began, had by official action placed Earlham College in their list of approved colleges, this having been done upon the recommendation of the Association of State Universities.

This signal recognition of the work of Earlham College has been due perhaps to three outstanding considerations: The character of Earlham's faculty, the character of her environment, and the method of her administration.

Earlham has always had great men in her faculty. In the

earlier days the direction and quality of her activities were determined by such men as Barnabas C. Hobbs, her first President, one of the pioneers of Indiana education, a former State Superintendent of marked influence and personality of unusual charm; and Joseph Moore, the second President, a student of Agassiz and a great teacher. Later among Earlham's great teachers were Calvin W. Pearson, Alpheus McTaggart, Cyrus W. Hodgin, Wm. N. Trueblood, Adolph Gerber and Dr. D. W. Dennis. At present the faculty is made up of men and women of high character and extensive training, nearly all of whom have made their preparation in the leading universities of America and Europe.

Not only are the members of the Earlham Faculty devoted to the pursuits strictly academic but they feel the obligation of social service as well and are active in many lines of social activity. As an illustration of this may be mentioned the following examples: President Kelly during the year presided over the deliberations of the Association of American Colleges which he was largely instrumental in founding a year ago, and was made a member of the Executive Committee and Chairman of the Standing Committee on Academic Freedom and Academic Tenure; he was continued as a member of the Executive Committee and the Campaign Committee of the Council of the Church Boards of Education, and was made Chairman of the Committee of Religious Instruction in the Public Schools; he was a speaker at the general meeting of the Religious Education Association and was continued a Director of this organization; he lectured extensively throughout this and adjoining states on the Indiana plan of Bible Study for High School students, which is now in operation in nearly forty of the High Schools of the State; besides he participated in many other educational and church organizations.

Professor D. W. Dennis (deceased) spent the last year of his life in leading an anti-tuberculosis campaign in Wayne County and succeeded in providing for, and putting into the field, an anti-tuberculosis nurse. Professor Lindley was elected President of the Mississippi Valley Historical Association and appeared on the program at the annual meeting at Knoxville, Tennessee. He has acted as Secretary of the Indiana Centennial celebration. He has continued his services as Archive Librarian of the State Library, collecting and classifying much material of historical value. Professor Woodward has spent the year as the Director of the Indiana Historical Commission, having been granted a leave of absence by the College and has been specially responsible

for the publicity end of the Centennial celebration. Professor Hole has been a leader in the Peace Propoganda. Professor Charles has conducted a Shakespeare pageant presented under the auspices of Earlham College and Wayne County. Professor Mendenhall has assumed charge of what amounts to a College Settlement in the poorer district of Richmond and other members of the faculty have contributed much to social betterment.

Much care has been taken also by the management of the college to provide a wholesome and inspiring physical environment. The College has a beautiful campus of forty acres which with its trees, shrubs, and flowers, its walks and drives, constitutes an attractive park which is thoroughly appreciated not only by members of the College but by the citizens of Richmond and the general community. In addition to this there is a farm adjoining which is used in connection with the Boarding Department of the College. The buildings for the most part are of the Colonial design, are all of red brick with white trimmings and in the setting of green make an attractive picture.

Much attention is given to the social life of the College which centers in the dormitories. The effort is made to furnish as nearly as may be, the atmosphere of a Christian home. There are no fraternities or sororities and all students are embraced in the common brotherhood of Earlhamites. There are student parlors and extensive play grounds for both sexes, well equipped hospitals, college laundries, and a commodious dining room where the college men and girls meet three times a day "about a common board." One of the most popular recreations is camp fire suppers in the woods belonging to and adjoining the college grounds, and even camp fire breakfasts play a prominent part in the college life. These various forms of out-door recreations largely take the place of the movies and other popular and more or less valuable or artificial attractions. It is not to be wondered at, of course, that Earlham makes a good many "matches" and it is significant and interesting that there has never been a divorce where both parties were Earlham graduates.

The College has striven to take and keep a place among the leaders of educational thought. As has been suggested, the scientific spirit was introduced early and the coeducational ideal was coterminous with the founding of the institution. The College has made extrance requirements conform to the work of the modern High School and has taken a sympathetic attitude toward vocational training. There are departments of Education, Man-

ual Training and Household Economics and every effort is made, consistent with sound scholarship, to couple school and life.

For admission students offer a minimum of nine units (Carnegie Definition) as follows: English 3, One Foreign Language 2, Mathematics 2, Natural Science 1, Social Science 1. As electives students may offer six additional units in any work which is accepted by the commissioned High School issuing the certificate as counting toward its requirements for graduation, except that there must be at least three units offered in some one of the groups 2, 3, 4, or 5 above.

The requirements for graduation, for which there must be one hundred and twenty semester hours of work done, are divided into four groups: The History and Philosophy group; the Foreign Language group; the Literature group and the Science group. The student must pursue two majors (three years work) and three minors (two years work) and there must be a minor or a major in each of the four groups.

The College has a rigid rule regarding absences, standard of work, amount of work and amount of outside activities. Students must hold up a satisfactory standard of work before they are eligible to represent the college in athletics and other activities. The various "activities" are weighted with a certain number of points and a student cannot take activities than aggregate more than seven points.

There is an advisory Committee of the Faculty for Freshman, each Freshman being assigned to a certain Faculty member who becomes his sponsor. Each classman, above Freshman standing, has as his advisor the Professor at the head of the first department in which he is majoring. A course of about twelve required lectures is given to Freshmen also, covering the main problems of college life.

Another recent development is the requirement that a student, in addition to the one hundred and twenty semester hours required for graduation, must also have one hundred and twenty points of credit, the number of these points being determined by the grade of work done by the student. If he makes an A grade he gets three points, if he makes a C grade he gets one point and if he makes a D grade he gets no point.

In many ways Earlham College strives to hold up quality as well as quantity of work and the success that her graduates have achieved in all lines of honorable work indicates that her effort has not been spent in vain.

Franklin College, Franklin, Indiana.

FRANKLIN COLLEGE.

E. A. HANLEY, President.

June 5, 1834, is generally accepted as the date of the founding of Franklin College. Fourteen men met on that day in the First Baptist Church building in Indianapolis and passed resolutions setting forth the need for the establishment of an institution of learning under the immediate patronage and subject to the direction of the Baptists. The last resolution passed provided for the appointment of a committee of thirty-five with power to correspond with men over the state, solicit friendly co-operation, examine proposed sites, and draft a constitution.

The committee was named that very day. Meetings were held in August and October of 1834 and January, 1835. Agitation to awaken interest among the Baptists in education was conducted through the denominational press, the "Indiana Baptist Education Society" was organized, and subscription papers were circulated. Finally, on June 14, 1835, by unanimous vote, Franklin was chosen as the site for the proposed school.

The first building was erected in 1836. It was a frame structure 26x38 feet, and cost about $350. The first teaching was done by Rev. A. R. Hinkley, pastor of the Baptist church, Franklin, in the summer and early fall of 1837. The institution was first called "The Indiana Baptist Manual Labor Institute." It was faithful to its name for a cooper-shop furnished the students with some practical knowledge, a means of self support, and doubtless with plenty of physical exercise. In 1844, a regular course of collegiate studies was adopted, and in the following year the school was rechartered under the name of Franklin College, which remained the legal title until 1908, when another reorganization took place and the name became Franklin College of Indiana.

The erection of permanent buildings began in 1843 with the laying of foundations for what is now known as Chandler Hall, on the north side of the campus. Ten years later a similar building, Bailey Hall, was begun a little to the south of the first building. In 1887 funds were solicited and work was started on Stott Hall, which was placed between the first two buildings, uniting them and forming the main college building. In 1903, through the generosity of Mr. A. A. Barnes of Indianapolis and Mr. Grafton Johnson of Greenwood, an alumnus of the college, this building was materially improved and adapted to the growing work of the

college. It now contains the lecture rooms, laboratories, geological cabinet, society halls, chapel, and general offices. In 1904 Shirk Library building was completed, made possible by the gifts of the E. H. Shirk family of Peru. Three more buildings were erected in 1908, the Girls Dormitory, the Gymnasium and the Central Heating Plant.

The financial history of Franklin is much the same as that of the average American college. The beginnings were small and lack of funds limited the work through all the years. But notwithstanding this handicap, through the devotion and heroism of the faculty and officers of the institution, a service was accomplished which now begins to appear in its real greatness.

Two of the earliest gifts were in land. George King gave three acres and Harvey McCaslin gave five. These now form part of the campus. Lewis Morgan, the first financial agent, reported in 1836 that he had obtained subscriptions amounting to $665 but only $77 was in cash. In 1841 the report shows entire collections to date as $3,865. In this amount was a $500 gift from Judge J. L. Holman, the largest single gift to that time.

Through a series of financial campaigns the resources of the college have been gradually built up. The last Treasurer's report shows that there is in real estate, buildings and equipment $250,000, and in endowment $356,520.32. During these years the college has won the confidence of the great educational foundations. In three of the campaigns assistance has been given by the General Education Board of New York City. In 1908 the college was admitted to the Carnegie Foundation. Five of the faculty and one officer have been retired upon pensions granted.

The library was begun in 1842 by a gift of books from a Mr. Dow. Progress here was, however, slow as President Chandler says in 1845, "We have but a small beginning." When Dr. Stott came to Franklin as a teacher in 1869 he found a small case of books containing possibly from two to three hundred volumes and open to students on Saturday only. In 1880 there were 3,500 books in the library and when Dr. Stott retired the number had come to be about 12,000. There are in the library now 20,000 volumes, well selected and thoroughly catalogued for the use of students and open six days a week and ten hours each day but Saturday.

Seven men have occupied the position of president: George C. Chandler, 1841-51; Silas Bailey, 1852-62; H. L. Wayland, 1870-72; W. T. Stott, 1872-1905; E. B. Bryan, 1905-1909; M. E.

Crowell, pro tempore, 1909-1911; E. A. Hanley, 1911-. President Stott and President Hanley were both Franklin's sons.

Two men did great service as financial secretaries. Rev. N. Carr came to Franklin in 1881. The total assets of the college were then $111,333. When he left in 1902 the college had resources valued at $425,000. Rev. Myron W. Haynes, D. D., was secured to lead the last campaign. During the years from 1908 to 1913 he secured in cash and pledges $250,000. Dr. B Wallace served the college as Treasurer from 1864 to 1908. His record is one of the most painstaking care and absolute fidelity. It is said of him, "He never lost a cent." His successor, Mr. Will A. Burton, has been making a record equally high.

The college is governed by a self-perpetuating Board of twenty-four men. The present members are: A. A. Barnes, Indianapolis; M. J. Voris, Franklin; E. E. Stevenson, Indianapolis; J. H. Shirk, Peru; Joe Moss, Linton; Dr. E. U. Wood, Columbus; Rev. H. P. Klyver, Franklin; Jay C. Smith, Seymour; A. J. Thurston, Shelbyville; Will A. Burton, Franklin; Rev. C. R. Parker, Terre Haute; Arthur Jordan, Indianapolis; Rev. O. R. McKay, Bluffton; A. A. Alexander, Franklin; E. L. Branigin, Franklin; N. M. Jennings, Franklin; Dr. G. V. Woollen, Indianapolis; Henry Eitel, Indianapolis; Rev. W. B. Pope, Franklin; Grafton Johnson, Greenwood; Ezra Mattingly, Washington; C. W. Woodward, Greensburg; W. A. Guthrie, Indianapolis; Rev. W. E. Morris, Indianapolis.

The first graduate was John Wesley Dame, the only member of the class of 1847. W. C. Thompson says that young ladies were admitted to the privileges of the school and that in August, 1842, the Board took steps to organize a young ladies' department. The catalogue of 1845-6 contains no women's names. The college was suspended from 1862 to 1869 on account of the Civil War. In 1867 a private school was conducted in the college buildings and women were among the students. Upon the resumption of control by the College Board in 1869 these students became part of the college and Franklin has been co-educational ever since. The first women graduates were in the class of 1874, Mrs. Prudence Hougham Hall, Mrs. Theodosia Parks Hall, and Mrs. Viola Parks Edwards. The entire enrollment for 1915-16 was 262 of whom about one-half were women. The 1916 graduating class had 48 members, 21 women and 27 men.

The Alumni now number 750. Four hundred and sixty-four of these have graduated since the beginning of the twentieth cen-

tury. Franklin's service is far greater than these figures indicate. For years the college had a preparatory department. These students added to those who took only a partial course make at least 5,000 young people who have come under the touch of the school. The Alumni Association was formed in 1855. In 1910 there was a reorganization making available an efficient body for the furthering of all the varied interests of the college.

To make Franklin a Liberal Arts college that shall do undergraduate work second to none is the purpose of the Board and faculty. Courses are offered in Biology, Chemistry, Physics, Greek, Latin, German, French, English Composition and Literature, History and Political Science, Mathematics and Astronomy, Philosophy and Education, Household Economics, Music, Physical Culture, and English Bible.

The requirements for graduation are 128 semester hours. All courses leading to the Bachelor's Degree include the following specific requirements in hours: English 6, Bible 7, Physical Culture 2, Language other than English 20, Mathematics 6, Laboratory Science 10 (from two to three laboratory hours count as one semester hour),History 6, Psychology 3, Ethics 3, Elective (from Mental and Moral Science group) 6.

Franklin does not offer graduate work. Her graduates are advised to enter the great universities for their advanced training. They are admitted to these institutions on the same footing with graduates from other colleges. Franklin is one of the 118 American colleges whose graduates are freely admitted to the universities of Germany.

There are the usual student organizations: Press Club, Scientific Association, Dramatic Club, Glee Club, Literary Societies (Webster and Periclesian), three fraternities (Phi Delta Theta, Sigma Alpha Epsilon and Phi Alpha Pi), three sororities (Pi Beta Phi, Delta Delta Delta, and Iota Psi Nu), and the Y. M. C. A. and Y. W. C. A. The two latter include almost the entire student body in their membership. There is a Student Volunteer Band also. The Junior class publishes each year the College Annual, "The Almanack." The Student Council has the management of the weekly paper, "The Franklin," and all athletics, foot ball, basket ball, base ball, track and tennis.

Physical training is under the direction of a competent instructor and coach. Facilities for training are found in the gymnasium with its exercise floor, 125x65, and basket ball court, 65x50, and the usual apparatus, lockers, shower baths and pool. Tennis

courts and athletic field with quarter mile cinder track provide for outdoor training. The Franklin College teams in the last four years have won places among the best teams in the state for personel and training.

Side by side with Franklin's ideal of sound scholarship there is always kept in mind that the world needs men and women who are genuinely Christian. For this reason strong emphasis is placed on Chapel attendance and Bible study. The Franklin ideal is clearly stated in the foreword published in the catalogues:

"To love truth and seek it above material things; to ennoble and be ennobled by a common fellowship; to keep the energies of life at full tide; to cultivate an appreciation of the beautiful; to work well and to play with zest; to have an open mind; to value friends, striving to be worthy of them; to live simply and with reasonable economy; to find joy in work well done; to have faith, hope and charity; to be an earnest disciple in the school of Him, who brings the abundant life; such is the spirit and ideal of *Franklin College,* whose ancient motto is 'Christianity and Culture.' To all who share this spirit and are eager for the pursuit of high things we offer a hearty welcome."

Classic Hall, Hanover College, Hanover, Indiana.

HANOVER COLLEGE.

WILLIAM A. MILLIS, President.

Hanover College shared with Indiana University in the pioneer work of higher education in Indiana. Located at Madison, for almost half the history of the state the leading political and business center, it was inevitable that Hanover College should make a large contribution to the development of the commonwealth. Founded under the auspices of the Presbyterian Church, although at no time fully under ecclesiastical control, it is natural that the contribution of men to the service of the church should be large. Few institutions in America have given a larger percentage of their graduates to the ministry and to missions, home and foreign. Hanover has supplied from one to eight ministers to each of one hundred seventy-four Presbyterian churches in Indiana alone. However, the service of the state through lawyers, executives, legislators and jurists has been as far reaching. And strangely enough the contribution to science has been even more conspicuous than to the church. Eleven college presidents, ninety professors, a State Superintendent of Public Instruction, and some two hundred fifty superintendents, principals and high school teachers, have been given to education. The leading newspaper of the state was founded and for much of its history owned and edited by a Hanover man. The organized social service work of the state during the years of recent development has been directed largely by Hanover men.

Hanover College was the outgrowth of an academy opened in 1827 by Dr. John Finley Crowe at the request of the Presbyterian Church. It was chartered by the State of Indiana in 1828, advanced to the full rank of a liberal arts college after the plan and standards of New England Colleges in 1830, and chartered as such in 1833. The first class was graduated in 1834. Since 1830 almost six thousand students have been matriculated, of whom 1,142 have been graduated with the bachelor's degree. During the past year twenty-five instructors were employed and 304 students were in attendance. The College operates under a special charter granted by the General Assembly of Indiana, and in vital affiliation with the governing bodies of the Presbyterian Church. It is governed by a self-perpetuating board of thirty-two trustees. It is supported by active endowments amounting to $400,000 in round numbers, with an additional $100,000 not yet available. The library contains twenty-three thousand

volumes besides a large quantity of pamphlet material, all thoroughly classified and indexed. Laboratories and observatory are all fully equipped. The curriculum comprises the standard American liberal arts course, organized on the major-minor plan, leading to the degree of Bachelor of Arts, and special pre-medical and pre-engineering courses. No graduate work is undertaken; no honorary degrees are granted except Doctor of Divinity and Doctor of Laws. A major course in education comprising four years of study and including agriculture and the household arts is given as an integral part of the curriculum. Teachers' Training courses are given in compliance with the regulations of the state. In addition to the regular curriculum activities of the College considerable work is done in various directions looking toward the betterment of rural life.

It is a matter of some current interest that Hanover College anticipated the present day emphasis of vocational education by the better part of a century. The first charter provided that the College should provide facilities by which each student might maintain himself while in school and also learn a trade while securing his literary education. For the ten years from 1833 to 1843 a trade school, somewhat loosely organized according to modern methods, but carefully managed as school management of that day went, was maintained and given up in the end only because of financial difficulties encountered. At one time there were two hundred and thirty boys and men engaged in this combined vocational-literary course of study. They were engaged at Greek, Latin, Hebrew and Mathematics in the forenoon and at carpentry, wagon-making, cooperage, printing, book-binding, gardening and agriculture of afternoons. The enterprise was regarded as an experiment on the part of the State, and the College was required by law to report on the success of the experiment annually to the General Assembly. Unfortunately the State required the College to meet the expense of the enterprise from the extremely moderate income derived from tuition fees and the effort ultimately failed, not from pedagogical reasons, but for want of proper financial support. The first law school in Indiana was opened at Hanover, and likewise the only theological seminary. McCormick Seminary of Chicago was established as the theological department of Hanover College in 1830, moved to New Albany in 1843 and subsequently to its present location. The International Student Young Men's Christian Association was begun at Hanover, and

the first college Association building erected is in use on the campus.

In the forties, while Madison was yet the metropolis of Indiana and boasted of the only railroad, an effort was made to remove the institution from the village of Hanover down town. The old charter was surrendered, a new charter secured for the University of Madison with provisions for a school of liberal arts, a school of medicine and a law school, and work begun in the new location in January. In March the students in mass meeting one night decided that they did not approve of the change. Next morning they loaded their effects into wagons, fell in line and marched back to Hanover where they were joined later in the day by a number of professors who resumed work in the old building. The University of Madison that morning woke to find itself reduced to a president and a charter and rented quarters. When the president gave up the struggle the charter was surrendered. During the Civil War the College was almost disrupted by all of the students of military age joining the armies of North and South in which a large number of them rose to ranks of great prominence.

Main Building, University of Notre Dame, Notre Dame, Indiana.

UNIVERSITY OF NOTRE DAME.

FATHER JOHN CAVANAUGH, President.

The University of Notre Dame was founded in 1842 by Father Edward Sorin, a very remarkable French missionary, and a member of the teaching community of the Congregation of the Holy Cross, whose Superior General he afterwards came to be. It received its charter in an act approved January 15th, 1844, and was empowered to grant all the customary university degrees.

During its early decades only a limited amount of collegiate work was done, as the institution covered the high school work and elementary work, as well as the college curriculum proper.

In later decades the college work has grown rapidly, but preparatory schools are still conducted in connection with the university and college work. These schools are entirely independent so far as their scholastic work is concerned, but are under the general supervision of the President of the University. Thus there is a grammar school which takes care of 140 students, and high school with 300. About 700 students are enrolled in the college and university work.

Originally the course of studies covered only the old efficient classical program, which at that time almost universally led to the degree of Bachelor of Arts. As long ago as fifty years, however, Notre Dame established a separate program of studies under the title of Scientific Course, and since that time the process of development and ramification has continued until there are now five colleges and 16 courses organized as follows:

1. College of Arts and Letters, including—
    a. Department of Classics.
    b. Department of Letters.
    c. Department of History and Economics.
    d. Department of Journalism.
    e. Department of Commerce.
2. College of Science, including—
    a. Department of Biology.
    b. Department of Chemistry.
    c. Department of Pharmacy.
3. College of Engineering, including—
    a. Civil.
    b. Mechanical.
    c. Electrical.
    d. Mining.
    e. Chemical.
4. College of Architecture.
5. College of Law.

The teaching staff comprises 80 professors and instructors, who are about equally divided between laymen and members of the Congregation of the Holy Cross. The lay professors receive salaries and are conditioned in all respects exactly like professors in state universities. Members of the Congregation of the Holy Cross give their services without salary, as is the case in all similar organizations. Because of this latter condition the University of Notre Dame is able to carry on its work without any money endowment whatever. A tuition fee of $100 is charged. Nearly all the students of Notre Dame reside on the campus, a charge of $300 being paid for the student's board during the school year.

Notre Dame is under the auspices of the Roman Catholic Church, but students of all denominations are made welcome. About one-tenth of its membership having other than Catholic affiliations. It attracts students from practically every state of the Union, and something like six per cent. of its students come from foreign countries. There are fifteen hundred living alumni.

The following publications issue from the University: The Ave Maria, a weekly literary magazine established more than fifty years; the Scholastic, a weekly college magazine established more than forty years; the Midland Naturalist, a scientific publication containing results of work in Notre Dame laboratories. The University is a member of the North Central Association of Colleges.

The campus contains over 1,000 acres, much of which is beautifully parked. It contains two beautiful lakes and the large university buildings, which are more than twenty in number.

St. Mary's College and Academy, Notre Dame, Indiana.

ST. MARY'S COLLEGE AND ACADEMY.

Notre Dame, Indiana.

SISTER M. PAULINE, Mother Superior.

In these days of the "new woman"—and the nearly so—whatever the term "new woman" may mean—when criticism of institutions of learning for girls is more or less rampant—here is a little story about a girls' school—where moral, physical and intellectual development moving along together, offer a definition.

Learning to run an automobile and how to care for its mechanism is as essential to a perfect mark in physical culture out there as moral sense and mental achievement are to credit marks in other departments.

Not particularly old fashioned this—but a linking of a new to the old, which has been characteristic of St. Mary's from its foundation.

"God sees me!" This is its motto, a simple slogan, and no doubt a most potent factor in the upbuilding of the institution, always insisting, however, that one need not be ashamed to be seen by God in doing things that are up to date, when done aright and in a helpful, sustaining and beneficent cause.

From its inception in the heart of the woods, surrounded only by humble pioneers and Indians, assailed by extreme adversity, discouraged by failures at times more frequent than successes, this motto has been the motive power which met, overcame and achieved and which reared, finally, on the banks of the St. Joseph an institution of learning surpassed by none and equaled by few.

"God Sees Me!"

Crudely lettered and crudely framed, that simple motto was inscribed on the wall at the head of the stairs in the humble building at Bertrand which housed the pioneer nuns and the pioneer mission school of the Sisters of the Congregation of the Holy Cross. And it was the constant sight of that motto which enabled those pioneer Sisters to remain at their post in spite of the deprivation which they constantly faced.

The story of the growth of St. Mary's from these humble beginnings to the notable position which she holds to-day has all the vital human interest of a novel based on truth. It combines the force of fact with the appeal of romance. And now at the summit of success she stands for principles of education and womanhood to which one turns as to an ideal.

The first community house and mission school was located at

Bertrand. It was a frame building consisting of five rooms, rented from Mr. Bertrand. It was a plain weathered building, standing a little way back from the road, its grounds surrounded by a picket fence and the little old-fashioned garden in front filled with wild roses and sweet briar.

The three rooms of the first floor of the dwelling were used as living-room and class-rooms and a combination of kitchen and refectory, while the two rooms on the upper floors were dormitory and community room.

The first Sisters who occupied this house and undertook the work of teacher and missionary were Sister Mary of the Sacred Heart, Sister Mary of Calvary, Sister Mary of Bethlehem, and Sister Mary of Nazareth, who two years before had come from France to unite their humble efforts with those of Father Sorin and his band of missionary priests in the heroic work already started at the little mission which was the nucleus of the present University of Notre Dame.

Leaving friends and country to live in remote wilds among not only strangers but among a strange race, these Sisters arrived at Notre Dame in the summer of 1843. They traveled overland by the precarious means of those early days to the warm welcome which awaited them at the little colony of Notre Dame in the wilderness, where they joined in the self-sacrificing work of the missionaries, ministering to both body and soul.

Their first home was a bare suite of rooms above the small log chapel which was one of the buildings of the humble group built by the missionary fathers.

But it wasn't long—not more than two years, in fact—until the example of their lives attracted recruits to the work, recruits who desired to give up all to devote themselves to labor for others. The quarters above the chapel were too small to permit of any additions to the pioneer group and Father Sorin soon realized that a new home for the Sisters would be necessary if their work were to be carried on at its best.

So it happened that the little convent was established at Bertrand.

The community of whites and Indians already built up about there made the location especially desirable for a mission school.

Here it was that the first recruits to the community of the Sisters of the Holy Cross in America made their profession. The ceremony was performed in the little village church by Rev. Father Sorin. Its very simplicity was suggestive of the life of sacrifice

which the young women had elected to follow and the occasion so prophetic of larger possibilities for the mission school that it was most impressive.

That first year the work of the Sisters consisted of teaching a few of the children of the neighborhood and the caring for several orphans.

Poverty then was not only chosen but was forced by circumstances. Money was an unknown commodity, all the supplies, such as they were, coming from Notre Dame, and sometimes the difficulties of travel and transportation delayed even these. It is related in some of the preserved accounts of those early days that several times after waiting breakfast for the bread it arrived frozen hard, and that many times meals were eaten without meat because the roads were so bad that travel was impossible between Notre Dame and Bertrand. It is interesting and amusing also to note, as related in "A Story of Fifty Years," the hardships to which they were put in those days.

In 1845 the first statue and the first thing which approached a work of art was brought to the struggling community from France. It was a statue of the Blessed Virgin, a small one, but it has always been treasured by the Sisters for its precious associations with those early days when, together with the motto on the stairway, it helped to raise their thoughts from their hardships to their rewards. To-day the statue stands, after several changes with the years, in the community room of the Sisters' infirmary.

One of the later additions to the convent was also one which had associated with it memories of a noble work. It was the small log chapel built on the Niles road by Father Badin, the first missionary priest to this country. The chapel was moved to the convent grounds and only recently has been torn down.

This addition came in 1847. Two years previous the people of Bertrand, in appreciation of the work of the Sisters, donated to them 77 acres of land, and the Society for the Propagation of the Faith presented them with 5,000 francs.

A new frame building, huge and imposing for the times, two-story and 20x40 feet in dimensions, with a one-story addition on one side 25-20 feet for a kitchen, was erected.

To the original building, now known as the convent, another notable addition was made in the attaching to one end a blacksmith shop purchased for the sum of $5.

There was no cessation of the growth in number of the com-

munity of the Sisters of the Holy Cross. Each year saw noteworthy additions to the missionary band, and each accession brought new responsibilities requiring an extension of the good work which the community had undertaken—schools, hospitals and orphan asylums. Its primary aim became education and the roll of pupils increased constantly.

Fully appreciating the possibilities presented, every means was taken to make the teachers broad and proficient, and soon the superior advantages which the school afforded became recognized, and its status was yet further bettered by the grant of a charter by the State of Michigan.

By 1850 a new and larger building was required and this time it attained the imposing frontage of 92 feet, with two wings in addition of 40 feet each. Fifty pupils were enrolled and that year the first prospectus of the institution burdened the mails.

A daily line of stages ran from Niles to South Bend and, passing through Bertrand, formed the connection between the Michigan Central and Southern Railroads, and rendered the academy easy of access from all parts of the country.

When the need for opening the convent and establishing the mission school first became apparent to Father Sorin he asked the approval of the Bishop of Vincennes—then Bishop de la Hailandiere, but because a similar undertaking had already been launched in the southern part of the State by nuns of another order, Bishop de la Hailandiere thought it unfeasible to establish two schools whose circles of patronage would overlap and so jeopardize the success of both. That is how St. Mary's came first to be established at Bertrand, in the State of Michigan.

But by 1855 there was no longer cause for doubting the wisdom of the undertaking, and the Bishop of Vincennes withdrew his objections to its location in Indiana.

About this time, too, Father Sorin succeeded in purchasing for $8,000 a tract of land along the St. Joseph River, west of Notre Dame, known as the Rush property, a purchase which solved most satisfactorily the problem of the location of the new home.

The cornerstone of the new building was laid in April, 1855, and this is the date from which St. Mary's of to-day computes her age. August saw the new home practically completed. The final commencement exercises had been held in the pioneer academy the previous June and the old home, endeared to the hearts of pupils and teachers, became yet more dear at the prospect of farewell.

The next few years saw the erection of other frame buildings and changes of one nature and another. It would be impossible in so short a space to list them all, but we can not omit mention of the erection of the chapel of Loreto, still standing between the church and the presbytery, and still as dear and hallowed a spot as it was in those early days.

This tiny chapel, 31x31 feet, corresponds exactly in dimensions and other details to the Santa Casa or holy house of Loreto, said to be the house in which Jesus, Mary and Joseph lived in Nazareth, and transported to Loreto, Italy, by angels after the Christians lost control of Palestine. The original is of stone but that at St. Mary's is stucco. There are no windows in it, only the doors and a skylight which sheds a soft glow upon the small gold altar beneath.

Ten years saw a remarkable change in the group of buildings which constituted St. Mary's. By 1865, in place of the humble frame structures the substantial brick walls of the present academy had been reared, and a short distance to the north the music hall, destined to play a large part in spreading the name and fame of St. Mary's.

The natural beauties of the surroundings had been enhanced by an artistic landscape design built upon the rosary circle, and the long avenue had been planted with maples and sycamores.

To-day the structures then so imposing are overshadowed by others more beautiful and pretentious, and the simple courses of study have been elaborated until they rank with any academic or collegiate course in the country, and in the realm of fine arts and in music St. Mary's has gained an enviable reputation. Her chemical, physical, botanical, domestic science and other laboratories are second to none, and her libraries, special and general, contain thousands of volumes, among them many rare editions and valuable antiques.

Besides the academic, collegiate and music halls, modern and luxurious in their equipment, there have been added from time to time a student's infirmary, Sister's infirmary, a gymnasium and commencement hall, convent, laundry, new kitchen, garages, and sundry other large but subordinate buildings until the group resembles a community of no mean proportions. Perhaps the loveliest of the group is the church begun in 1886 and completed in 1888. It is Romanesque in style, built according to plans suggested by Rev. Father Sorin.

Its marble altar is not the least of the art treasures which the

church houses. Its beautiful stained-glass windows, so lovely in color and grace of design, are the work of the Sisters of the Holy Cross in the original home in Le Mans, France. The Stations of the Cross represent the life-work in painting of one of the Sisters, while the tabernacle in the white marble altar—where the Blessed Sacrament reposes—is lined with gold cast from the graduation medals of the St. Mary's alumnae who later entered the convent. Perhaps no votive offering could be more touching than that which expressed so beautifully the offering to the Saviour of the achievements of young womanhood, forever after to be devoted to the honor of His name.

The institution throughout is filled with art treasures of all kinds—notably paintings, copies of the old masters done by master hands. Gregori, who decorated the church at Notre Dame and adorned the walls of the institution, likewise adorned St. Mary's.

The private rooms for the girls are all attractive, and the dormitories with the spotless beds and curtained dressing rooms are scarcely less so. Every precaution is taken to make conditions sanitary and the splendidly equipped bath-rooms are all finished in marble.

As a part of the campaign for strong, healthy girls, much emphasis has been placed on the physical culture department, supervised by a student of Dr. Sargent's famous school. Besides the gymnasiums, "Lake Marian," an attractive artificial lake, with a boathouse in connection, has in recent years been added to encourage sundry aquatic sports, and recently new grounds for golf and hockey were laid out.

There is never any work less applauded and less conspicuous —unless for its absence—than that of the cook, yet there is no laboratory at St. Mary's more interesting than the huge modern kitchen where the daily food for the whole institution is prepared.

The most recently completed addition to St. Mary's is a greenhouse, so perfectly equipped that it is an object of real beauty.

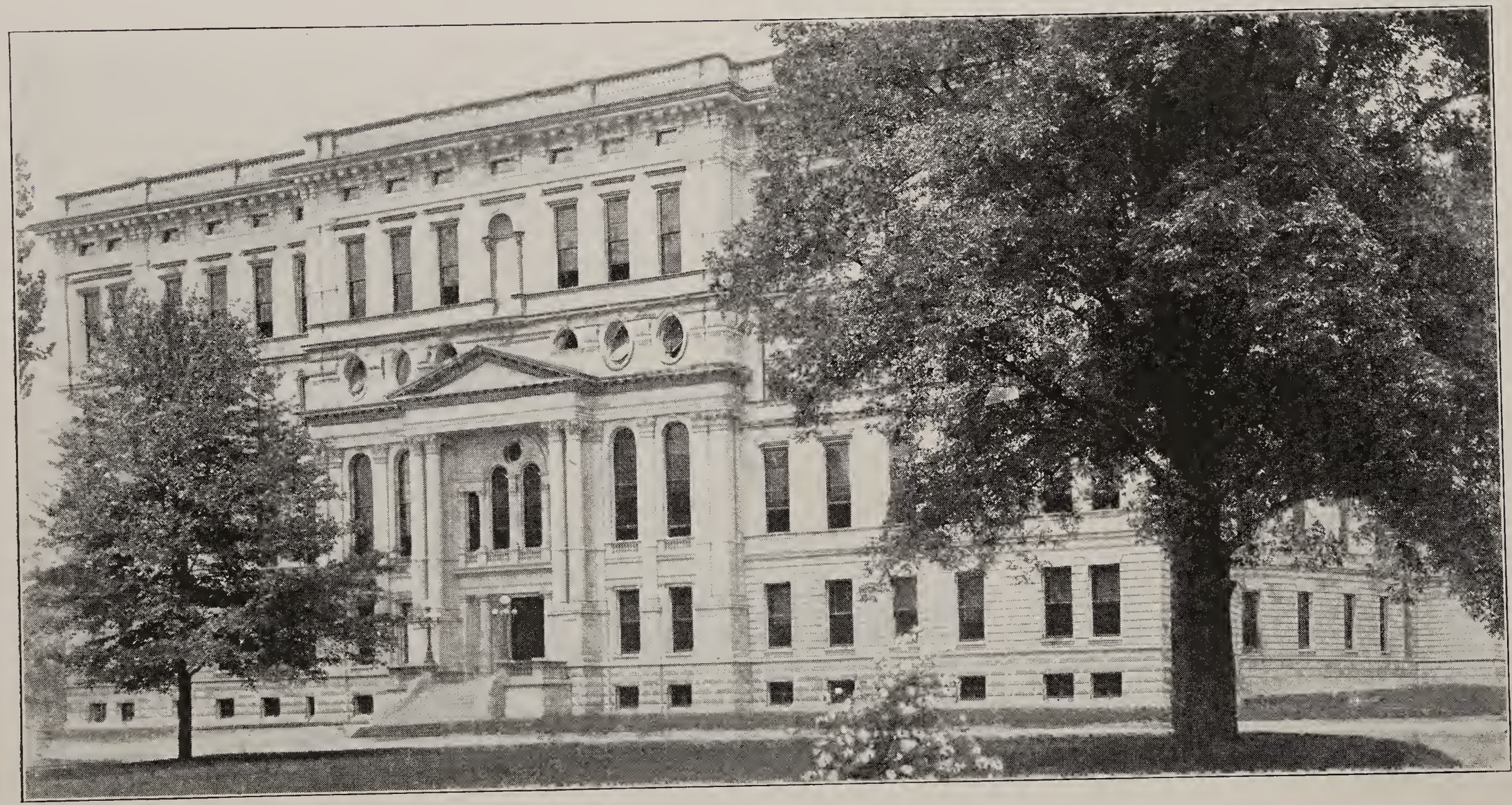
St. Mary's "ship of state" is guided by a council of five members elected by the general chapter, a superior-general, local superior, directress of the college and academy, mistress of novices and stewardess, all of whom receive with their office the title of "Mother." No story of St. Mary's is quite complete which does not speak of the life and ideals of the noble nuns who have held these high offices, but space here does not permit. Only one must be mentioned in particular—one who bridged the period of doubts

and trials, who in adjusting the difficulties of the present forgot not once the possibilities of the future, who, while she guided and garnished the reality, did so with a prophetic and calculating eye on a dream to-day come true—Mother M. Angela, who received the habit of the Sisters of the Holy Cross at Bertrand in 1853, and after a life remarkably full and fruitful went to her reward in 1887.

Among the latest (1915-16) improvements are a Nicholas Power Cameragraph No. 6-A and an Astronomical Observatory with a six-inch equatorial, which was set up, recently, by an expert telescope maker from New York City.

The building, a gift from St. Mary's Alumnae, is forty feet in height, constructed of brick and steel, with reenforced concrete floors and ceiling, and metal window frames—no wood being used; two rooms, one above the other, are well lighted with electric jets and plate glass French windows, and furnished with desks and simple apparatus for laboratory work.

The dome room is reached by a winding iron stairway on the inside; from this room there is an outside gallery of iron twenty-five feet above the ground, which commands a fairly good view of the heavens. The dome is of steel, eighteen feet in diameter, to be moved by motor power. A Hough observing chair is an appointment, which adds to the comfort as well as the pleasure of the star-gazer.



Main Building, St. Mary-of-the-Woods Academy, St. Mary-of-the-Woods, Indiana.

SAINT MARY-OF-THE-WOODS COLLEGE AND ACADEMY.

Sister Geraldine, Mother Superior.

Saint Mary-of-the-Woods College and Academy had their beginning, in the pioneer days of education in Indiana They. have grown from a single log cabin to a group of twelve buildings.

In 1838, when the Rt. Rev. Simon-Gabriel Bruté, first Bishop of Vincennes, was in need of teachers for his diocesan schools, he sent his Vicar General, the Very Rev. Mgr. de la Hailandière, to France to engage the services of some teaching Order of Sisters. Mgr. de la Hailandière having previously known of the excellent educational work of the Sisters of Providence of Ruillé-sur-Loir, sought and obtained from that Congregation for the schools of Indiana, six Sisters, of whom Mother Theodore Guérin was Superior.

These Sisters sailed from Havre, France, July 29, 1840, and landed at Brooklyn, September 5, 1840. After a few days' delay they set out by overland and river route for their destination in Indiana, where they arrived the evening of October 22, 1840. The Founder's Journal thus describes the arrival:

"Suddenly we stopped in the midst of a dense forest. It was growing dark. Father Buteux (who was then in charge of the parish of St. Mary's, and had met the Sisters at Vincennes) announced briefly that we had arrived. We were perfectly silent; the gravity of the moment excluded any inclination to loquacity. Imagine our astonishment upon finding ourselves still in the midst of the forest, no village, not even a house in sight. Walking a short distance down a hill, we beheld through the trees on the other side of the ravine a log-house with a shed in the rear. 'There', said the good priest, 'is the farm-house where the postulants awaiting you have a room, in which you will lodge until your house is completed.' "

Recognizing in the choice of site the workings of the Providence of God in Whom she had unwavering faith, Mother Theodore knelt and kissed the ground. In honor of the Mother of our Lord Jesus Christ, she called the place Saint Mary-of-the-Woods.

Nothing daunted by their umpromising surroundings, the Sisters at once adapted themselves to circumstances, and, while awaiting the completion of the Academy, began to plan their future work.

In Mother Theodore Guérin were combined with pioneer courage, rare intellectual training and culture. She had received the

medallion decoration of the University of Paris for her eminent success in the schools of Rennes and Soulaines. Her educational views and methods were particularly impressive. "To pronounced ability," wrote a notable authority, "she brought the results of great care and diligence. * * * The whole system that makes the Order of Providence so successful is attributed, and justly, to the sagacious Founder, present contingencies developing, not changing her plans."

With this mental equipment the Founder began her labors at Saint Mary-of-the-Woods. Her five assistants, all trained teachers and women of culture, were well qualified to carry out her plans. They began with what was at hand, working with and raising the material to higher planes and purposes. From the beginning, the aim of the Institution was to provide advanced learning for women according to the teachings and principles of Christianity.

In the summer of 1841 the Academy was opened. It is interesting to record that the first student was registered July 4, 1841. In January, 1846, Saint Mary-of-the-Woods was incorporated by an Act of the State Legislature with the power to confer degrees. Proficiency, especially in English, history, the languages, logic, and mental and moral philosophy, was always maintained at a very high standard. From 1861 until 1886 the curriculum contained much of what is now included in the first three years of college work. (It may be a pardonable digression to mention here that from 1861 to 1865 a number of the Sisters of Providence were engaged in a work which they esteem as one of their special privileges—the care of the Military Hospital at Indianapolis during the Civil War.) In 1887 the Academy Course was lengthened to make it the equivalent of one year or more in advance of the ordinary high-school course.

In 1908 a regular five-years course was outlined for the Academy. This course was followed for five years, that is, till the close of the scholastic year 1912-1913. In June, 1913, there were graduated from the Academy two classes of students, one class of twenty-four from the five years course, and a class of seventeen from the four-years high-school course. Beginning with September, 1913, what had formerly been the fifth year of the five-years course was transferred entirely to the Freshman year of the College of Saint Mary-of-the-Woods, which had been formally opened in September, 1909. Since September, 1912, the high-school course at Saint Mary-of-the-Woods has conformed strictly

to the course prescribed for the standard high schools of the country, satisfying the requirements for the accredited high schools of the State of Indiana.

As stated in the Saint Mary-of-the-Woods Bulletin, Vol. VI, New Series, No. 1, the College of Saint Mary-of-the-Woods "has for its purpose the higher education of young women and their training in virtue according to the teachings of Christianity. The ideals of the school are simply but forcibly set forth in the motto and devices of the coat of arms. The motto, 'Virtus cum Scientia,' expresses the aim of the school: so to combine religion with science that the faith of the students may become stronger as their knowledge widens and deepens, and as their appreciation of the good, the beautiful, and the true matures and expresses itself in active life.

"Though the College of Saint Mary-of-the-Woods is a Catholic institution, difference of religion is no obstacle to the admission of pupils. All denominations are respected, and no influence is brought to bear against the religious conviction of any student."

The courses of study are in harmony with the best standards of American educational institutions. These courses are included in the departments of religion, philosophy, English, history, political science, applied science, mathematics, classic languages, and modern languages.

The constantly growing library now numbers over twelve thousand volumes. It is open daily from 8:30 a. m. to 9:00 p. m. Students may have direct access to the shelves. The library is catalogued according to the Dewey-decimal system with particular reference to the needs of the college courses. The students have special instruction in the use of the library and in the compiling of bibliographies. The different departments may withdraw for periods of five months (practically a semester), books relating to their subjects.

Both College and Academy, have, each, their separate and thoroughly equipped domestic science, botanical, biological, chemical and physical laboratories, furnished under the supervision of university and technical school specialists. The suite of the college physics department includes lecture room, preparation room, dark room for photography, photometry room, and general laboratory; the equipment is valued at about $8,000.00. The other laboratories, according to the nature of the sciences, are proportionally well equipped.

The new college building, the Anne Thérèse Guérin Hall, is

reserved exclusively for college students. Its more than two hundred rooms include guest rooms, social hall, assembly room, laboratories, lecture rooms, and students' rooms—single and in suites.

The Conservatory of Music, a large three-story structure about two minutes walk to the north of Guérin Hall, accomodates all classes in music. In the Academy, still farther to the north and east, are the students' Chapel, the art studios, main library, and dining rooms.

The gymnasium, a separate structure, is built according to the most approved plans, with running track and the best appliances for physical exercise. For the past six years, this department has been under the direction of a graduate of Dr. Sargent's Normal School of Physical Training. Connected with the gymnasium is a natatorium, with pool, shower baths, dressing rooms, etc. The department of physical training provides numerous indoor and outdoor exercises.

Besides the college and the academy at Saint Mary-of-the-Woods, the Sisters of Providence conduct thirty-eight grammar schools and academies at Indianapolis and other cities of Indiana.

Valparaiso University, Valparaiso, Indiana.

VALPARAISO UNIVERSITY.

HENRY B. BROWN, President.

OLIVER P. KINSEY, Vice-President.

Valparaiso University was founded in 1873 by Henry Baker Brown, now its President.

Prior to coming to Valparaiso Mr. Brown had been an instructor in a small college at Republic, Ohio. For some years he had fostered the hope of sometime establishing a school of his own. His first decisive step in that direction followed a suggestion from a friend, who told him of an unused building in Valparaiso which would suit his purpose. Urged by this friend he came to Valparaiso. He found a vacant building—now a part of the College Building—which had been one of the denominational schools of the Methodist Episcopal Church. It proved to be, as his friend had told him, just what he wanted. He decided to found his school here.

Immediately following the closing of the College at Republic, about a month before he intended to open the "Northern Indiana Normal School", the name by which the Institution was first known, he came to Valparaiso, bringing with him three teachers, Martin E. Bogarte, Mantie E. Baldwin, and Frank Perrine. By way of advertising he visited personally every farmer in the county who had children of school age. When the school opened, September 16, 1873, he offered work in three departments, and had, rather to his surprise, an enrollment of thirty-five students.

The next year the attendance reached two hundred and ten. In a short time it had become necessary to erect new buildings and employ additional teachers. The responsibility of being in charge of such an Institution had now become too great for one man. To share this responsibility, Mr. Brown persuaded to come to Valparaiso Oliver P. Kinsey of Lebanon, Ohio, a former classmate, in whom he found a very able partner and co-worker.

Mr. Kinsey first came to Valparaiso in 1880. He entered entered into a partnership with Mr. Brown, taking a half interest in the Institution. The next year he and Mrs. Kinsey spent in Europe. Returning in 1881, he assumed the office of Vice-President.

For thirty-five years these men have worked together in perfect harmony and with a common motive. They have built a school where true democracy reigns—there the great middle class,

in which the strength of our nation lies, might have a chance to obtain an education.

In 1904 the name of the Institution was changed to Valparaiso College. In 1907 its attendance was so great and its scope of work so wide that it was given its present name of Valparaiso University.

The Institution has grown steadily. From the one small building the equipment has been developed to fourteen buildings; from three instructors the faculty has been enlarged to two hundred and twenty instructors; from an enrollment of two hundred and ten students the attendance has increased until now there is an annual enrollment of more than five thousand students; from three departments the work has been enlarged until today the University offers courses in the following twenty-one departments: Preparatory, High School, Primary Methods, Kindergarten Methods, Commerce, Phonography and Typewriting, Review for Teachers, Education, Arts and Sciences, Engineering, Architecture, Manual Training, Agriculture, Expression and Public Speaking, Music, Fine Art, Domestic Science, Pharmacy, Law, Medicine, and Dentistry.

The University has two large buildings in Chicago where on account of clinical advantages, students take the last two year's work in Medicine and all of the work in Dentistry.

Not until recently has the Institution received a gift of any kind. In March, 1916, William E. Pinney, a citizen of Valparaiso, and his daughter, Miss Myra Pinney, gave to the University four hundred acres of land to be used by the Department of Agriculture. The property which is well stocked and equipped with excellent buildings is known as the Pinney Foundation Farm.

Additional gifts which will be announced from time to time will greatly assist the University in enlarging its work and will, it is believed, make it one of the strongest institutions in the land.

Realizing the national necessity of such an institution as Valparaiso University and desiring to perpetuate it President Brown and Vice-President Kinsey early in 1916 transferred the University to a self perpetuating Board of Trustees. Without any thought of personal gain they have made an educational contribution to civilization that has not been duplicated.

WABASH COLLEGE.

GEORGE L. MCINTOSH, President.

The pioneers of Indiana were not slow in making provision for the higher education of their children. As early as 1806 the first General Assembly of Indiana Territory passed and William Henry Harrison as Governor signed "an act to incorporate a university in the Indiana Territory" to be located at Vincennes. In 1820 a "state seminary" was established at Bloomington, which later took the name of Indiana College and through many vicissitudes finally developed into the Indiana University of the present day. Hanover was not much later, beginning as an academy and becoming Hanover College in 1833.

At about the same time a number of home missionaries laboring in the Wabash Valley conceived the idea of building a college to meet the needs of that region. Educated men themselves—among them graduates of Dartmouth in the east and Miami in the west—they felt the necessity of "bringing the college to the doors" of the sons of pioneers in this remote wilderness, who could not afford the expense of seeking the older and more distant institutions.

So it was that in the fall of 1832 a meeting was held at Crawfordsville at which "it was resolved unanimously that such an institution be established, at first as a classical and English high school, rising into a college as soon as the wants of the country demand." Trustees were chosen, a frame building was erected—still in existence—and in December, 1833, the first classes were formed under the direction of the Rev. Caleb Mills, a graduate of Dartmouth College and of Andover Theological Seminary.

Chartered at first as "The Wabash Manual Labor and Teacher Seminary," the new institution was not long in "rising into a college," for in 1838 it conferred the degree of A. B. on two men, and from that time has turned out its quota of full fledged graduates each year with the single exception of 1841, the year following the death of President Baldwin. The manual labor feature seems never to have been realized fully, no doubt for want of suitable equipment. Very soon Wabash was offering the regular curriculum which was standard among the colleges of that early time. The catalogues of Miami, Hanover and Wabash in that day showed little variation.

Until 1835 the College had no titular president. In that year the Rev. Elihu Whittlesey Baldwin, pastor of a prominent Pres-

byterian church in New York City, accepted the presidency and threw himself into its arduous duties with intense zeal. The country was largely a wilderness, uncleared and undrained and not easily accessible; for it had no railroads then and few really good wagon roads. Nevertheless Dr. Baldwin traveled constantly, preaching, presenting the cause of education, attracting students and laying the foundation for a permanent endowment. The "college edifice" of brick, now known as South Hall, was erected in 1838, gutted by fire and restored. This building, then four stories high, sheltered all the college activities, including a dormitory for the students. It was considered a very "modern" and imposing structure.

President Baldwin died in 1840 and was succeeded by the Rev. Charles White, a New England man, who held office for twenty years. During this period the institution enjoyed a steady and solid growth. Two new buildings were erected—Center Hall without wings, and the "Normal" building, now used as a residence—while substantial additions were made to the library and the endowment. Even more important was the reputation the College gained as a thorough and dignified institution of learning.

In the spring of 1862 the Rev. Joseph Farrand Tuttle, then a pastor in New Jersey, was called to the presidency. His first commencement was made notable by the enlistment in the Union army of practically the whole graduating class. Those were the dark days of civil war, and Dr. Tuttle threw his whole influence on the side of the government and the union. The war cut deeply into the enrollment of the College, but he never faltered in his course. President and professors suffered great hardships from the disproportion between high prices on the one side and low salaries and depreciated currency on the other, but the work went on.

After the war conditions improved. Within a few years two wings were added to Center Hall and in the seventies the armory, now the gymnasium, and Peck Scientific Hall were erected. A general heating plant was provided and in 1891 the new Yandes Library Hall was dedicated. Large additions were made to the endowment, which by the time of Dr. Tuttle's retirement in 1892 had reached a very respectable figure. In that year the College celebrated its sixtieth anniversary, and Dr. Tuttle had been president just half its life.

The next two presidents served but seven years each—the Rev. George Stockton-Burroughs, D. D., 1892-1899; the Rev. William

Patterson Kane, D. D., 1899-1906. During that period further additions were made to the endowment and important changes were made in the curriculum, necessitated by altered conditions in the educational world and the rise of the public high school as almost the sole means of fitting men for college.

Since the fall of 1906 the executive power has been in the hands of the Rev. George Lewes Mackintosh, D. D., an alumnus of the College in the class of '84. Notable additions have been made to the endowment, the enrollment has enjoyed a considerable increase and preparatory classes have been discontinued. Furthermore the efficiency of the institution has been heightened by the establishment of several new departments of instruction, while an excellent spirit of harmony and devotion to the College has come to prevail in both faculty and student body.

Many of the Wabash professors have served long terms. Caleb Mills, the first member of the faculty, was in office forty-six years, 1833-1879; his friend and classmate, Edmund Otis Hovey, one of the founders, for forty-two years, 1834-1876. Samuel Steele Thomson served as professor of Latin thirty-nine years, 1846-1885, while Professor John Lyle Campbell broke all records by retaining his membership in the faculty from 1849 to 1904—fifty-five years! President White was in office twenty years and President Tuttle thirty, and terms of twenty years or more have been common among the professors.

On his monument in Oak Hill cemetery Caleb Mills is styled "Father of the public school system of Indiana," and it is a well known fact that his series of "addresses" to the Legislature in the fifties led to the first organization of an adequate common school system in the state. Other Wabash men as well have contributd their quota to the public good by service outside the class room.

Wabash alumni have played their part in state and nation. A huge bronze tablet on the wall of Center Hall bears the names of several hundred sons of the institution who served as officers and soldiers in the civil war. All professions are represented in her list of more than 1,400 graduates, which of course is but a fraction of the thousands who have felt her influence during a residence of one, two or more years. In public life today such men as Vice-President Marshall and Judge Anderson bulk large—but it would be invidious to single out a few from the host of her sons who have won distinction in the law, in the church and in other walks of life. Hundreds of these live in Indiana, scores in Indianapolis. Of those no longer living many will recall Judge William

Allen Woods, John A. Finch, John Maynard Butler and Gen. John Coburn. John E. Cleland was one of the class of '62, which enlisted in a body, and one of the five survivors who met at the commencement of 1913. Among the non-graduates are met such names as Lew Wallace, E. R. S. Canby, Bayless W. Hanna and a host of others.

Wabash is one of the few western colleges which do not admit women. When the College was organized co-education was unknown. As time went on other institutions yielded to pressure and opened their doors to women, and more than once efforts have been made to bring Wabash into line; but each time it has been the judgment of those in authority that there still was place for a men's college. Possibly by the time Vassar admits men Wabash may be ready to reciprocate.

In athletics the "little giants" have won an enviable reputation in the last decade or two. Under good coaching and fired by the Wabash spirit the teams have met opponents from vastly larger institutions and have given good account of themselves. Of course the record of victories and defeats has fluctuated from year to year, with the quality of material available and the varying conditions that prevail in any institution, but as a rule teams which meet Wabash on diamond or gridiron expect a stiff battle and are not disappointed. Wabash was one of the earlist colleges to adopt basketball, and has had a succession of fine teams. In track events, too, Wabash men always make their presence felt.

Well-laid plans have been formed for the erection in the near future of a new gymnasium which shall house more worthily the students' physical activities. The athletic field, with its level ground and excellent cinder track, is one of the best possessed by any Indiana college.

Among the student organizations now flourishing may be named the literary societies, the press club, the dramatic club, athletic and oratorical associations. Debating is practiced with success. The glee and orchestral clubs make a tour of the state each spring and have won high reputation for the quality of their entertainments. The Young Men's Christian Association, with rooms in Center Hall, has shown itself a power for good.

From the first Wabash has been a Christian college without being under control of any church denomination. In his inaugural address in 1836 President Baldwin emphasized this fact: "Your charter prohibits sectarianism in its government and instruction; so that it is in fact an institution for the whole people." Its

board of trustees is and always has been self-perpetuating. Naturally, founded by men who were Presbyterians, it has been more or less closely associated with that denomination, though not controlled by assembly or synod. On the faculty are members of various churches, and there is no requirement that any part of its governing body shall belong to any particular sect. When the Carnegie Foundation for the Advancement of Teaching examined the status of all the colleges and universities in the land with regard to their educational standards and freedom from sectarian control, Wabash was placed on its original list of "approved" institutions.

Wabash aims to be a college—not a university nor a technical school, but a college where a young man can obtain at reasonable cost a liberal education. With well-equipped laboratories and a library of 50,000 volumes, with a beautiful location in a "dry" town, with a faculty composed of men drawn from many different universities and thoroughly prepared in their several specialties, Wabash appeals not to those who would make haste to be educated, not to those who desire a short cut to one-sided specialization, but to men who seek a broad and thorough preparation for life.

State Normal School, Terre Haute, Indiana.

STANDARD NORMAL SCHOOLS

THE HISTORY OF THE INDIANA STATE NORMAL SCHOOL.

WILLIAM W. PARSONS, President.

Prior to the year 1858 normal school education had made considerable progress in the United States. However, the people of Indiana in general, and even the educators of the state, had given but little encouragement or attention to normal schools. It seemed, therefore, that Indiana possessed very little knowledge of the normal school movement, and very little interest in it. Hence, when, in 1858, Dr. E. T. Spottswood, a representative in the legislature from Vermillion county, now for many years a highly respected citizen of Vigo county, introduced a resolution to inquire into the advisibility and the practicability of establishing a state normal school in Indiana, he met with very little encouragement. The resolution was finally adopted, however, but no practical steps were at that time taken because of the approach of the Civil War. At the conclusion of the Civil War, in 1865, a bill was introduced into the legislature by Baskin E. Rhoades, who was also a representative from Vermillion county, and who, also, was afterwards an honored citizen, and a Judge of Vigo county, to establish a state normal school in Indiana. After considerable debate the bill became a law. The following is the law:

> AN ACT to create a State Normal School, and declaring an emergency. (Approved December 20, 1865.)
>
> SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That there shall be established and maintained, as hereinafter provided, a State Normal School, *the object of which shall be the preparation of teachers for teaching in the common schools of Indiana.*

By a supplementary act an appropriation was made for the erection of a large, fine, four story building, capable of accomodating students for many years. This building was to be and was erected in Terre Haute, in accordance with the regulation made by the legislature concerning the location of the institution. The regulation required that the board of trustees should locate the school in the town or city offering the greatest inducement in money or buildings to secure its location. It seems suprpising now to note that interest in normal school education was so slight throughout the State that Terre Haute was the only town or city making any offer whatever to secure location of the school. Terre Haute proposed to give a tract of land considered at the time to be worth about $25,000, now much more valuable, and

also $50,000 in cash. This offer was accepted. A later act required, in addition, that the city of Terre Haute should enter into a contract with the State of Indiana to forever defray one-half of the expenses in maintaining the buildings and grounds in proper repair. This added requirement was accepted by the city. By the use of the appropriation made by the legislature after the enactment of the law, by the end of the year 1869, the first floor of the building (the floor above the basement), was completed, and part of the basement.

It was deemed, that even with an unfinished building, without equipment and with no library, a modest beginning at least, might be made in giving to the teachers the elements of a scientific training in education. Accordingly, on the sixth day of January, 1870, the Indiana State Normal School began its work. The conditions, as indicated above, were very unfavorable. The third and fourth stories were wholly unfinished; the basement partly finished, and the second story, only, completed. There was no furnace in the building, the rooms being heated by stoves only. There were no lavatories and no toilets in the building; a small amount of inexpensive furniture, no laboratories. The few books, consisting of dictionaries, encyclopedias, and general reference books, were not entitled to the name *library*. Yet under these adverse circumstances, with an annual appropriation of only $7,500 for conducting the work, the school was courageously opened.

The first board of trustees consisted of John Ingle, Jr., of Evansville; R. W. Thompson, of Terre Haute; Judge W. C. Hannah, of Laporte; Timothy Nicholson, of Richmond, and the Hon. Milton B. Hopkins, Superintendent of Public Instruction of Indianapolis. The law had wisely provided that the board of trustees should consist of the Superintendent of Public Instruction and four additional members appointed by the Governor. A strong impression of the able management of the school, during the forty-six years of its existence, can be gained by considering the list of trustees who have held office during its history:

Dr. E. W. H. Ellis ..... Goshen
Barnabas C. Hobbs ..... Bloomingdale
John T. Scott ..... Terre Haute
Wm. H. Bynam ..... Washington
James H. Smart ..... Superintendent of Public Instruction
A. C. Hopkins ..... Indianapolis
William E. Niblack ..... Vincennes
Murray Briggs ..... Sullivan

Joseph Gilbert.....Terre Haute
John M. Bloss.....Superintendent of Public Instruction
George I. Reed.....Peru
John W. Holcombe.....Superintendent of Public Instruction
Dr. B. F. Spann.....Anderson
Harvey M. LaFollette.....Superintendent of Public Instruction
Hervey D. Vories.....Superintendent of Public Instruction
Isaac H. C. Royse.....Terre Haute
DeFoe F. Skinner.....Valparaiso
William H. Armstrong.....Indianapolis
James H. Tomlin.....Shelbyville
Lewis B. Martin.....Terre Haute
David M. Geeting.....Superintendent of Public Instruction
Charles W. Ward.....Newport
Frank L. Jones.....Superintendent of Public Instruction
Dale J. Crittenberger.....Anderson
Judge Joshua Jump.....Terre Haute
Fassett A. Cotton.....Superintendent of Public Instruction
Benjamin F. Louthain.....Logansport
Robert J. Aley.....Superintendent of Public Instruction
Judge Samuel R. Artman.....Lebanon
Charles A. Greathouse.....Superintendent of Public Instruction
Joseph E. Kelley.....Mt. Vernon
Judge Caleb S. Denny.....Indianapolis
Benjamin F. Deahl.....Goshen

The first boards of trustees elected as treasurer William Riley McKeen of Terre Haute, who was then president of the McKeen Bank. He gave to the board sympathetic, efficient and faithful service until his death, in the year 1913. Upon his death, his son, Frank McKeen, president of the McKeen National Bank, was appointed treasurer. He served the board in the same able manner as did his father up to the time of his death, in May, 1916. The board then elected as treasurer James S. Royse, president of the Terre Haute Trust Company, Terre Haute.

The faculty at the very beginning of the school consisted of William A. Jones, president, Miss Julia Newell of Chicago, lady principal, and Professor R. S. Bosworth, teacher of science. Later in the year the board added to the faculty Nathan Newby in the department of Mathematics, Amanda P. Funnelle, instructor of Methods in Primary Teaching, Mary A. Bruce, instructor in Composition and English Grammar, and William A. Paige, instructor in Vocal Music and Method of Teaching Music. The board also established an Observation and Practice School, with Ruth Morris as instructor in intermediate grades, and Rosa King and Fannie Scott instructors in primary grades. From this small

faculty for the year 1870 and 1871, has grown the comparatively large faculty for the year 1916.

The school has had during its history three very able presidents. The service of these three presidents has coincided with the history of the school up to this time. The first was William A. Jones, who gave to the school its philosophical trend and established it on a basis of thoroughness. He served the school faithfully from the beginning, 1870, until the year 1879. He was succeeded by George P. Brown, an able and well known educator of Indiana, who added greatly to the value of the school by enlarging and liberalizing its course of study. He gave unto the school a faithful and efficient service from the year 1879 to the year 1885. The successor to George P. Brown was the present president, William W. Parsons. He combined in an admirable way the able characteristics and tendencies of the previous presidents and has given to the school not only able, but distinguished, services through a period extending from July 1, 1885, to the present time.

At the beginning of the work of the school there were practically no requirements for entrance. The interest in normal school education in Indiana, as previously indicated, was so slight that very few students had any desire to enter upon the work of the school. Therefore, the board of trustees and the faculty were not only willing, but anxious, to enroll whatever students applied, even if the preparation was very meager.

With the conditions for entering upon the work of the school of even that unusual liberality, on the opening day, January 6, 1870, only twelve young women and eight young men out of all the ninety-two counties of Indiana, enrolled. By the close of the first six months there was an enrollment of 51. The growth of attendance from this modest beginning may be inferred when it is stated that, at the beginning of the summer term of the present year, 1916, 1,720 students enrolled.

The course of study at the beginning of the school was very meager, and limited largely to the common school branches. This will be shown by enumerating the work of the first year.

First Term (14 weeks) English Language; Use of Dictionary, Principles of Pronunciation, Orthography, Prefixes and Suffixes, Etymological Analysis of Words, and Practical Grammar, Geography, Arithmetic, Writing, Principles of Morals.

Second Term (11 weeks): Orthography, Practical Grammar,

Reading, Geography, Arithmetic, Vocal Music twice a week, Methods of Analysis, and Reading of Selected Pieces.

Third Term: Reading, Grammar and Composition, Geography, Arithmetic, Geometrical Drawing, Practical Geometry.

In the second year there was the logical advance implied in these branches of study, but the course was still largely limited to the common school branches and to the subjects immediately auxiliary to the same. It included work in Composition, a course in Psychology, lectures on the organization and classification of schools, Observation and Practice in the grades on the Observation and Practice school connected with the institution. A few years later an advanced course of two years, including higher branches, was organized. Later, after the graduation of one class, this course was temporarily discontinued because there did not seem, at that time, a demand for it. After some years it was merged, to a degree, into a three years' course, which course assumed as its basis graduation from a high school or its equivalent. Later, it appeared in the present College Course. The extensive growth in the courses of study must be inferred when it is stated that, at the present time, there is a four years' course, spoken of as the Normal Course, based upon graduation from a high school, and a College Course, leading to the degree of A. B., based upon graduation from a high school, and including the usual range of studies in the colleges of the State.

The maintenance of the school, in addition to the large and excellent building in which the school began its work, consisted in the appropriation of the small sum of $7,500 for each of the two first years. This was gradually increased in the biennial sessions of the legislature, until the amount appropriated for the annual maintenance of the school was $40,000. Later, in the year 1913, the policy of the legislature was changed as to annual appropriations and as to appropriations for buildings. A bill for buildings and maintenance, including the State Normal School, Indiana University and Purdue University was introduced and passed, basing the appropriations upon the taxable property of the State. This at present furnishes the State Normal School ample means for conducting its work, for enlarging the departments, for apparatus, and for the erection of needed buildings.

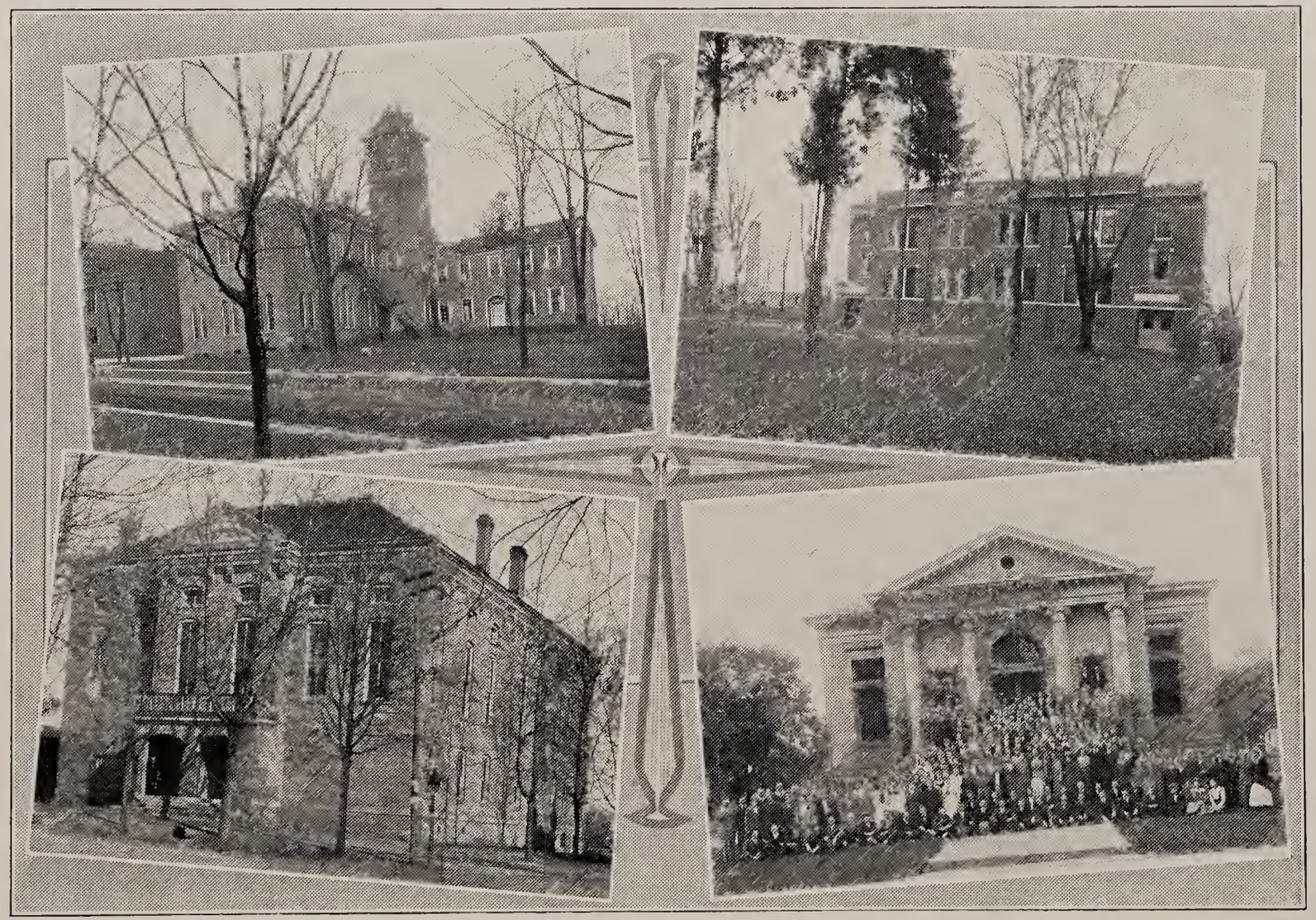
The history of the school would be incomplete without, at least, a slight reference to the disastrous fire which, in April of 1888, destroyed the large building erected at the beginning of the school. It not only destroyed the building, but the entire con-

tents, including the library. Thus, in a day, the accumulation of eighteen years disappeared.

Under its contract to meet one-half the expense of repairs, the city of Terre Haute appropriated $50,000 with which to begin the work of re-building, and the next General Assembly appropriated $100,000. In the meantime the school had been conducted in various buildings throughout the city which had been offered, generously, by the trustees of the various churches, and by the city school board. In the autumn of 1889 the school was able to re-assemble in a new modern building, much superior to the original building in many respects. Since that time, through appropriations made by the legislature and through the funds derived from the special tax, four large, modern buildings have been erected and fully equipped for the work, and the Board is at this time entering upon the construction of a fine science building.

The library at the beginning of the school, as noted above, consisted of about a score of books. Later, the number was increased to 1,200 volumes, through a public spirited citizen of Terre Haute, Chauncey B. Rose. At this time, July, 1916, the school is in possession of a fine library building and a library of some 60,000 volumes. These have been accumulated gradually by the Board's policy of charging each student a fee of $2.00 each term.

In every respect, as to buildings, apparatus, library, etc., the school is well equipped to give a full and substantial education to those preparing to teach in the schools of Indiana. The fact that the school is meeting, to a large degree, the demands of the State is made evident by the great growth in attendance. There was reference made above to the small number of students entering the school at the beginning. The appreciation of the school and its contribution to the State is made evident by the fact that the attendance for the year 1914-1915—the latest available date, was 3,183 different students; that 1,720 enrolled for the present term—the summer term of 1916—and that, during the life of the school, no less than 48,427 have enrolled.



Central Normal College, Danville, Indiana.

CENTRAL NORMAL COLLEGE

J. W. Laird, President.

In 1876 W. F. Harper and Warren Darst organized the Central Normal School and Commercial Institute in Ladoga, Indiana. The first term opened September 5, 1876, with forty-eight studdents. The attendance increased so rapidly that by the middle of 1877-78 the students could not be accomodated in Ladoga; so Prof. Harper decided to move the school to Danville, Indiana.

May 10, 1878, the faculty and nearly two hundred students moved to Danville, almost all coming across the country in wagons that were sent by citizens of Danville and the surrounding country.

The name of the Institution was now changed to Central Normal College and Commercial Institute but Principal Harper was the sole proprietor. Later the same year Mr. Harper left and and Frank F. Adams became Principal.

During the period of 1880 to 1883 students came from almost every state in the Union.

November 25, 1882, Prof. Adams died and his wife Mrs. Ora Adams assumed the presidency, with Prof. John A. Steele as Vice-President. All friends rallied to the support of the new officials, so that there was no check to the educational or financial progress.

In 1884 Prof. Steel became ill of tuberculosis and died May 5, 1885. During his illness his work gradually passed into the hands of Charles A. Hargrave, who since April, 1883, had been Prof. Steele's assistant.

July 10, 1889, Mrs. Adams married James A. Joseph and promoted Prof. Hargrave to the presidency of the school. This was recognized as but a temporary arrangement until Prof. Joseph could familiarize himself with the details of the business.

Prof. Joseph assumed the Presidency in 1890 under most favorable conditions. He had already begun to erect a large new building. The spring term of 1891 there were seven hundred seventy-one students enrolled.

In August, 1900, a stock company of eighty citizens of Danville bought the college of Prof. and Mrs. Joseph. From that time, it has been managed by a board of trustees. The first board consisted of the following members: Thomas J. Cofer, president; G. L. Spillman, Secretary; Townsend Cope, I. N. Estep, H. S. Dickey, Jonathan Rigdon, and C. A. Hargrave. College officials were elected as follows: Jonathan Rigdon, President; G. L. Spillman,

Vice-President; C. A. Hargrave, Secretary and Treasurer. Prof. Rigdon had been a prominent member of the Faculty since 1885, teaching English Grammar and Philosophy.

In 1903 both Prof. Rigdon and Prof. Spillman resigned. Their successors were A. J. Kinnaman and G. W. Dunlavy. Dr. Kinnaman was a member of the Faculty from 1885 to 1899. The intervening years he had spent in Indiana University and Clark University. Prof. Dunlavy came from Marion, Indiana, where he was teaching in the Marion Normal College.

Dr. Kinnaman resigned in 1906 to accept a position in the State Normal School at Bowling Green, Ky. Prof. Dunlavy was made his successor, and John W. Laird was elected Vice-President. Prof. Dunlavy's health failed in two years and he retired to take up farm life. At this time Prof. Laird was elected President and still holds the position. Prof. H. M. Whistler was made Vice-President. He had been a member of the Faculty since 1901.

President Laird had been for years a teacher at Marion Normal College. He graduated from the Indiana State Normal and from Indiana University. The year preceding his employment in the Central Normal College, he attended the graduate School of Harvard College.

In 1911, the College was reincorporated under a new Indiana law without capital stock, the stockholders donating their stock. It is controlled by a self-perpetuating Board of Trustees, serving without compensation. The Board is as follows: O. E. Gulley, President; Geo. T. Pattison, Secretary; C. W. Osborn, J. D. Hogate, Mord Carter, Dr. W. T. Lawson, and C. A. Hargrave.

Through the efforts of President Laird the Scientific Class of 1908 started a building fund to construct a new building. This fund grew slowly until 1912, when the Commercial Club of Danville offered to raise $12,000 for a new building. Money was subscribed to the amount of $25,000, by the Alumni and friends of the College, about one thousand persons contributing, the largest gift being $500.00.

The contract was let for the building in the fall of 1914 and the building was completed the following year.

Major J. B. Homan of Danville died in 1916, leaving $10,000 as an endowment to the Central Normal College. This is the first endowment for the college. Up to this time the College has been self-supporting. It has never had any help to pay operating expenses.

June 21, 1907, the State Board of Education accredited the

Central Normal College for Classes A, B and C, and it became a Standard Normal School in July, 1913. The State Board also accepted the Academic Department as a commissioned High School and Music Department as an approved School of Music.

The enrollment the summer term of 1916 was seven hundred and fifty students distributed as follows: Twenty-five in College Course; one hundred and fifty-two in Class C; two hundred and twelve in Class B; three hundred and five in Class A; forty-nine in High School and the remainder in Law and Commercial Courses.

The Faculty consisted of twenty-eight members carrying a program of one hundred classes a day.

Muncie National Institute, Muncie, Indiana.

MUNCIE NATIONAL INSTITUTE.

M. D. Kelly, President.

More than twenty years ago Mr. Frank D. Haimbaugh, at present postmaster of Muncie, but then the editor of a daily newspaper, began the agitation for the establishment at Muncie of a great educational institution of high order. Mr. Haimbaugh's idea of a school was one where the boys and girls and men and women of modest means could find the opportunity to secure an educational training that would meet their wants, the kind of an education not possible for them to gain at some of the educational institutions where the cost of living seems to be perpetually beyond their means. Experience and observation had taught him that the school where practical things and applied education are emphasized would best meet the demands of the average young man or young woman. By persistent pounding on the idea he finally won the public ear and the thoughtful people of the community grasped the situation and became earnest advocates for the establishment of an institution of learning that should be a credit to the founders, and the pride of eastern Indiana, and the admiration of the educational world everywhere. Through the movement then started and carried out, through the sale of lots, in a special addition set aside for that purpose, the magnificent and commodious edifice which is now the home of the Muncie National Institute was erected. But buildings and grounds and magnificent equipment alone do not constitute a place of learning The ideal was yet to be made a living reality. Into the pile of brick and stone must be breathed the spirit of a real school. The task of growing a soul of an institution was more difficult than was the one of erecting the buildings. The name of Muncie has now become familiar as the home of a Normal and Vocational School of comprehensive scope, marked efficiency and distinctive character. Although not old in history, the Muncie National Institute, its projection, establishment and quick recognition among the integral factors of Indiana's secondary and higher educational institutions is rich in tradition and replete with human interest. It is evident from the pronounced success and large patronage which the school has enjoyed from its opening day that it is interpreting popular sentiment correctly, supplying an opportunity for those desiring to pursue professional, occupational and vocational courses and justifying its motto of a "Modern School Meeting a Modern Demand". The school is rated by the State Teachers Training Board of Indiana, as a Standard Normal School.

Its High School Department is also accorded all the privileges of a commissioned high school, by the same authority. In addition it supports a College Department and College Courses where the full requirement of one hundred forty-four weeks of work beyond the High School is given and required of those seeking college degrees. Its Schools of Agriculture, Manual and Fine Arts, Home Economics, Oratory, Law and Business are all well organized, extensively patronized and offer a diversity of opportunity to students desiring preparation in any one of many special lines of vocational employment and vocational training leading to both profession and technical employment.

At one time the Indiana Legislature was petitioned to take over the buildings and property which had been set aside as a home for the school for the purpose of establishing therein a State Normal School to be supported by the State of Indiana. This proffer of a valuable property to be given to the State in return for the State's agreement to establish a second Normal School in that section of Indiana which seemed most desirable was refused by the Legislature. Spasmodic and intermittent attempts were made to establish and maintain the school, all of which were short lived and of uncertain character.

The school as it stands to-day is the outgrowth of a movement started in 1911 by Mr. M. D. Kelly, formerly of Wisconsin, who became at the beginning of the movement its President and who is still acting in that capacity. Mr. Kelly saw an opportunity through combining and merging several institutions and factors to make of the school a practical and sure foundation for the establishment and maintenance of a popular University, where not only cultural and academic instruction should receive full attention but the Manual Arts, Industrial, Occupational and Vocational Departments and Courses should be especially emphasized. Accordingly he set about interesting those who had money and desire in a plan to purchase the Marion Normal College and Business University, then outgrowing its facilities at Marion, Indiana, and to move the College and Normal School, with all of its Departments into the newer and larger quarters at Muncie and at a location far better suited for the extension and upbuilding of a school on broad lines and responding more nearly to the demands of the new education.

To pick up a school bodily in all Departments and move it from one city to another between sessions without loss of a single day's time or the interruption of the continuity of work on the part

of students or teachers was a task which seemed a miracle and by most people was pronounced visionary and impossible. However, this task was accomplished and Marion Normal College closed its sessions with final commencements and conferring of degrees in August, 1912, and reassembled with all departments in full operation, manned by the same teachers, to a large extent, and much more elaborately provided with means to carry on their work successfully than ever before, at Muncie, on September 15, 1912. At the same time the National Manual Training Corporation of Illinois was taken over and the vast publication and supply departments of that business became merged into and the property of the new Indiana School Corporation. This gave the new school not only an elaborate Preparatory, Normal, College and Vocational Departments but a vast Extension Department, whose business it was to supply Outlines, Courses of Study, Text Books and instructions to teachers and pupils for the successful teaching of the special subjects of Manual Training, Sewing, Cooking, etc., in public and private schools in many states of the Union. The Institution has published and distributed by lease and sale many hundreds of Lessons and Outlines which are used by teachers of the Industrial Subjects and are found to be not only fashionable and useful in the hands of teachers of these subjects but professionally and educationally of the highest standard of excellence.

It was well understood and planned by Mr. Kelly and his associates that since the school must live out of its earnings rather than from large endowments, all work in every department must be in the charge of specialists and that the best advertisement would be the quality of work and service rendered and the economy with which it might be had on the part of the great mass of students who would take advantage of it. Large sums of money have been expended in the purchase of real estate surrounding the school and use for practical agricultural purposes as well as to be re-sold in the form of building lots for the large number of houses required to support a constantly growing population. At the time the school opened there were no city improvements in Normal City, a suburb of Muncie, in which the school is located. The new corporation set about getting in electric lights, additional paved streets, water mains, gas and other utilities necessary for a modern city. These improvements have been installed and a virtual transformation has been worked in and around the College, which is always the scene of activity and a growing aggrega-

tion of students and faculty members and others connected directly and indirectly with the work and administration of the school. It was freely predicted at Muncie and vicinity that the effort to open the school would prove abortive and that even though a beginning was made the new school would receive scant recognition and enjoy but a limited attendance of students. On the opening day, however, the enrollment showed upwards of three hundred and fifty by six o'clock in the evening. The total number enrolling the first year exceeded one thousand and the number of its first graduates from all departments numbered one hundred seventy-two. Additional departments were added. The number of faculty members increased. The general articulation and organization of departments and courses perfected and during the second year of its history the total enrollment of students exceeded the two thousand mark. All of this called for large outlays of money which was raised among friends of popular education who desired to see vocational and pre-vocational ideas promoted. Progress was marked at every step and development came on so rapidly that plans of finance were perfected for the raising of one million dollars with which to meet the immediate necessities of the school and to add still further to its foundation and scope. A large bond issue was made against all of the property and business of the school corporation and arrangements were made for securing the necessary capital through the La Salle Street Bank of Chicago and its allied institutions. Everything was progressing admirably and of the amount arranged for the sum of one hundred and twenty thousand dollars had already been drawn and expended, when it was suddenly announced that the La Salle Street Bank had failed, thus tieing up the available funds of the corporation. In a few days announcement was made that another bank, with which the corporation did business in Chicago and which held large amounts of its securities had suspended business and sold its assets. Rapidly succeeding this came the shock of the European war. For several days matters financial were uncertain and the human mind seemed appalled with the strangeness and uncertainty of the future. No outlet of relief seemed available for anything new or struggling for recognition in the world of finance and the school was forced into the hands of a receiver in an attempt to preserve it and, if possible, continue it. The first receiver appointed was instructed by the court to continue the business as a going concern but found it impossible to raise money with which so to do. Much excitement and division of counsel and a babble

of tongues only added to the confusion. In the darkest hour of financial and other distress Mr. Kelly succeeded in securing the backing of some personal friends who requested his appointment as receiver and his continuance as President. The court accordingly accepted the resignation of the first receiver and appointed Mr. Kelly under heavy bond to continue the operations of the business, preserve the integrity of the school and attempt to work out its rehabilitation, on January 21, 1915. The work of clearing away the legal entanglements, classifying and justifying the debts of the corporation and securing possession of all assets, remarshalling the same, continuing the school as a going concern and generally preserving its integrity was a work of unusual and by many considered of impossible magnitude. This was all successfully accomplished however, through the taking out of the new charter the Muncie National Institute on September 15, 1915. The new corporation placed the management and control of the business in the hands of a Board of Directors, composed largely of those who had been interested in the upbuilding and maintenance of the school from the beginning, and sessions of school and the transfer of the going institution from the hands of the receiver to the hands of the new corporation was accomplished without confusion, delay or even without the consciousness of the faculty or student body. Not a day was lost or even an hour's interruption experienced. All legal phases unfinished on that day were finally completed to the satisfaction of the law and Mr. Kelly's final report, as Receiver, was accepted and ratified by the court and all interests involved on April 28, 1916.

Standing out boldly through it all, however, seems to be a significant fact that there were clear and cogent reasons why success and nothing else could attend the efforts for the plans were well matured and carefully thought out before a beginning was made.

Among the features now to be added to the foundation is a great Hotel Vocational Training School which will be erected and endowed by the voluntary contribution of the great hotel and food interests of the United States. It is proposed to raise and expend upon this, for the benefit of the Muncie National Institute, the sum of one million dollars. Plans for this institution, which will be the first of its kind in the new world, are already completed and the solicitation of the funds for its erection and endowment has been undertaken by Mr. H. J. Bohn of

the Hotel World, and his associates and committees, selected from the membership of the International Stewards Association and the Hotel Men's Mutual Benevolent Association, both of which organizations are National and International in scope.

Tri-State College, Angola, Indiana

TRI-STATE COLLEGE.

L. M. SNIFF, President.

Tri-State College is located at Angola, Steuben County, Indiana. It was open to students June 17, 1884. The school was at first conducted by a citizens board until the fall of 1887, when the management was turned over to a company composed of L. M. Sniff, L. W. Fairfield, Charles Scaer and John W. Kinney. The school was known as Tri-State Normal College. Three of the four owners were teachers. The fourth, John W. Kinney, was a banker. In a short time however, Mr. Kinney's son, William J. Kinney became a teacher.

In 1893 two more men were added to the list of owners, namely W. O. Bailey head of the department of education and Irenaeus A. Melendy, head of the department of language. The former is an owner yet. In 1884 Chas. Scaer sold his stock and resigned as a teacher to become a professor in St. Johns Lutheran College, Winfield, Kansas, and in 1909, Prof. Melendy did likewise and went to Portland, Oregon, to take charge of the Latin Department of the schools of that city.

During all these years the school remained private and non-sectarian, constantly increasing its enrollment and widening its influence until 1906, when it was thought that it ought to be incorporated and the name changed. Accordingly in March, 1906, the school was incorporated as Tri-State College. At the same time and under the same management two technical schools, Tri-State College of Pharmacy and Tri-State College of Engineering, were incorporated. These additional schools came as the result of a wide range of instruction in chemistry and higher mathematics.

The College of Engineering conducts four courses in engineering as follows: Civil, Mechanical, Electrical and Chemical, presided over by Prof. Geo. G. Niehous as Dean, and Prof. Fairfield and Prof. Sherrard. These courses require no prerequisite excepting a common school education and Algebra and Geometry. These courses aim to give young men a chance to become good engineers by the omission of everything not essential to an engineering education and by incorporating everything that is essential to such engineering. These courses are scheduled under two years of forty-eight (48) weeks each, five days to the week. They embrace 1,920 recitation hours. This school enjoys the confidence of young men from all parts of the world.

The School of Pharmacy especially emphasizes a solid founda-

tion in Chemistry. Graduates from this school have found that the two courses leading to the degree of Pharmaceutical Chemist and Bachelor of Science in Pharmacy give them good standing as Pharmacists. The former course is scheduled under two years, forty-eight weeks each, five recitations per week, and the latter under four years of thirty-six weeks each, five recitations per week. This school is presided over by Prof. Sherrard, who became a teacher in 1902 and an owner in 1903, at which time Prof. Kinney retired.

In 1907 Tri-State College was accredited by the State Board of Education of Indiana for the training of teachers in Classes A, B and C and in 1913 the same Board placed the school in the list of Standard Normal Schools of Indiana, in which class it still remains.

In the year 1909 Pres. L. M. Sniff severed his connection with the institution as owner and President and J. J. Bryant was selected to act as President. Mr. Bryant served but one year when Prof. Sniff returned and assumed the duties of President, which position he still fills.

Along with this change came others. The stock was more widely distributed and the Board of Directors enlarged. Profs. Fred M. Starr, Willis A. Fox, Geo. G. Neihous and Lorin Stucky became owners. Mr. Neihous and Mr. Stucky had been teaching several years before they became owners, the former continuing as Dean of the Engineering School and the latter the head of the department of history and economics. Mr. Starr became the head of the German department and Mr. Fox took charge of the department of education. These men have fitted into the school and taken their places as stockholders and teachers in such fine spirit as to make sure that when the future history of the institution is written, the same splendid record will be to their credit as has characterized those of the past. In 1914 another efficient man, Prof. Burton Handy, was added to the list of stockholders and to the teaching force.

Tri-State College had its origin in the community interest felt by a number of the leading citizens of Angola, the chief among whom might be mentioned L. A. Henry, Oscar F. Rakestraw, D. R. Best, Orville Carver, Orville Goodale and Dr. Hugh D. Wood.

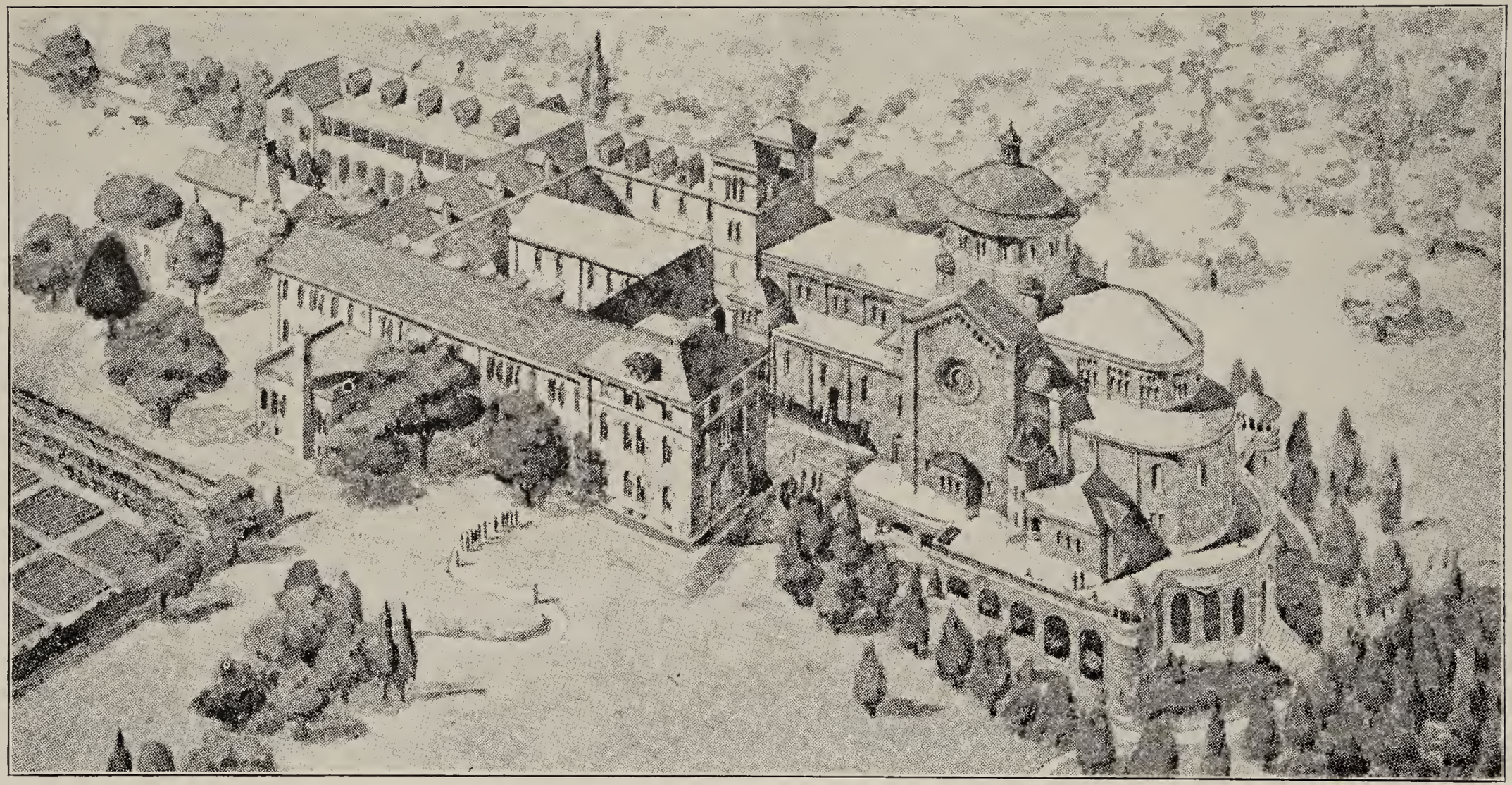
The citizens in 1884 erected a frame building, sixty by sixty feet, two stories high; in 1886 Music Hall was erected by Pres. Sniff; in 1887 the Administration Building three stories high, sixty by one hundred feet, the upper story being used by the Philo-

mathean and Crescent Literary Societies, was erected by the Company; in 1907 the Engineering Hall was erected by the citizens of Angola. This building is three stories, the third story being used for Manual Training (in wood), and the first story for the Machine Shop and Physical Laboratory; and in 1909 the Gymnasium was erected.

The history of the school can not be written without giving expression to the thought that Angola has invested her money, her thought and her care in this institution, and therefore anything said or done derogatory to the school is against her. In a very large measure the institution is her child and in her child is her pride.

At the present writing the institution offers courses as follows:

1. The Classical Course, four years in length, leading to the degree of Bachelor of Arts.
2. The Scientific Course, four years in length, leading to the degree of Bachelor of Science.
3. The Pedagogical Course, four years in length, leading to the degree of Bachelor of Pedagogy. Also a three years teachers' course (Class C); a two years teachers' Course and Courses in Class A and Class B.
4. Four Courses in Engineering as stated above.
5. Two Courses in Pharmacy as before mentioned.
6. Five Courses in Music.
   - (1) Musical Course leading to the degree of Bachelor of Music.
   - (2) Piano.
   - (3) Voice.
   - (4) Supervisors' Course in Public School Music, and
   - (5) Teachers' Course in Public School Music.
7. A Course in Home Economics.
8. Courses in Fine Art and Manual Training.
9. Commercial Courses as follows:
   - (1) Higher Commercial Course, leading to the degree of Bachelor of Commercial Science, the prerequisite to this course, a four years High School Course.
   - (2) Course in Stenography and Typewriting.



Convent and Academy of Immaculate Conception, Ferdinand, Indiana.

NORMAL DEPARTMENTS.

ACADEMY, IMMACULATE CONCEPTION.

Ferdinand, Indiana.

MOTHER M. SERAPHINE, Mother Superior.

The history of this educational institution is so closely connected with that of the Convent bearing the same title, that, to appreciate the progress of the former, it is necessary to note briefly the origin of the latter.

Like many others, the Convent of the Immaculate Conception had a very humble beginning.

The four nuns of the Order of St. Benedict, who were destined to become the pioneers in the establishment of this Convent, cheerfully bade adieu to their comfortable home, St. Walburgis Convent, Covington, Ky., to devote their lives to the education of youth in Indiana. They arrived at Ferdinand August 20, 1867, and took up their abode near the parish church in a small frame building that served as a chapel and dwelling for the Nuns and postulants.

Here lay, in embryo, the now flourishing Academy of the Immaculate Conception, in which no one would today recognize the lowly little boarding school of 1870.

The growth of the community and the constantly increasing number of pupils seeking admission rendered the direction of a more spacious building necessary. A beautiful hill overlooking the town and just outside the corporation, was chosen for the site of the new Convent which began to build in 1883. 1887 witnessed its completion. In 1903 a large and handsome three story addition, the present Academy proper, was constructed of brick and is guaranteed to be absolutely fireproof. The last addition (1915-1916), a monument of art, was likewise constructed of brick with Bedford stone ornamentation and comprises a large Modern Romanesque chapel, a Library and a Conservatory of Music.

The work accomplished in this institution is manifold, extending, as it does from the Kindergarten to the Training School for Teachers. Young ladies and girls of all ages are admitted and offered the best opportunities in the line of physical, intellectual and moral training. The aesthetic faculty of students receives individual attention. The art course comprises chiefly music, instrumental and vocal, needlecraft, and painting. The

fact that its High School department is commissioned by the State Board of Education and accredited as a Training School for Teachers, has contributed, in no small degree, to its general recognition as an institution which is capable of offering instruction not only in the elementary branches but also in the academic and Normal.

In the last named department, those aspiring to become members of the community receive their training. This recruiting station has contributed to the cause, a large number of competent teachers who devote their energies to the education of youth to the number of 3,500, in the following counties: Clark, Dubois, Floyd, Jefferson, Knox, Marion, Perry, Posey, Spencer, and Vanderburg.

The enrollment at the Academy Immaculate Conception during the scholastic year 1915-16 was 92.

View of Oldenburg and Convent and Academy of Immaculate Conception, Oldenburg, Indiana.

CONVENT, NORMAL DEPARTMENT, AND ACADEMY OF THE SISTERS OF ST. FRANCIS OF THE THIRD ORDER REGULAR.

THE CONVENT.

Sister Veronica, Sister Superior.

The early history of the Convent of the Sisters of St. Francis, Oldenburg, Indiana, is one of utter poverty and strenuous toil. It proved, however, the tiny mustard seed, once to become the mighty tree, in whose branches, now dwell maidens from all the land with hearts aglow of divine love, and with an energetic will to do and dare for their heavenly Bridegroom and His beloved little ones, the children of our proud Republic.

In 1842, a young priest of God, Rev. Francis Joseph Rudolf, an Alsatian by birth, filled with a zeal for the salvation of souls, resolved to leave his "belle France" as a missionary to America. Having obtained the permission from his Rt. Rev. Bishop, he set sail from Havre, and landed in New York. He did not tarry here, but turned his steps directly to Indiana, then in her infancy of civilization.

After a brief sojourn of two years at St. Mary's church in Fort Wayne, he was sent to Oldenburg, where he found a little log cabin, that bore the name of a church. Here then on this primitive mission it was that in 1850, this saintly noble minded priest of God, this enthusiastic and successful educator, this student of ripe scholarship, clerical and secular, this man of strong, earnest yet affable character, this true father to the afflicted, the poor, the orphan, conceived the design of founding a Sisterhood of Religious Training to assist him in the all-important cause of Education.

Applications were made at once to the Superior General of the Sisters of the Third Order of St. Francis, Vienna, Austria. She then proposed the American, Oldenburg Mission to her Sisters for consideration and choice. Brave, noble Sister Theresa Hackelmeier answered the call most heroically, bade farewell to her native land, to devote herself entirely to God's holy service in the strange wild West. She reached New York in January, 1851, and hastened without delay to find the hill girt and wild-wooded hamlet of Oldenburg. This sainted maiden formed the corner-stone of the Oldenburg Convent, and became its first Superior General.

The first Convent was but a semblance of a house, such as would have appealed to the Seraph of Assissi, St. Francis. The

Sisters, however, were happy in their humble home. Later, they rented a small brick house, which even today stands witness to their early strife. Soon, a more spacious structure to receive the applicants became imperative, but where the means and what the ways? The unlimited confidence of the zealous Founder in the merciful omnipotence of God, planned at once a two-story structure, which was completed in November of the same year. Gentle Mother Theresa, with her youthful band of novices, immediately took possession of their microcosm, and thus the new born community began its happy career. The little mustard seed grew slowly but steadily. Soon Rome's approval of the community was obtained and now canonically established, three of the novices, their time of probation being ended, were admitted to solemn profession.

The winter was a severe one. Extreme cold ruled without and actual want within. Its inmates, nevertheless, were happy, aye rich, for neath their humble roof dwelt the mighty king of Heaven and earth, in the mystic guise of Holy Eucharist. Neither did the great poverty of the community deter new members from joining it.

The seed sown mid hardships and deprivation was maturing apparently in joy. But lo, on January 23, 1857, at 2 p. m., the cry of fire started the Sisters and villagers and in one fatal hour, the work of years was laid low. The little monastery fell a prey to the hungry flames. The saintly Founder, Father Rudolf, with a courage born of Faith, with active mind and restless hand put forth all the energy of his iron determination to face and overcome the difficulties, and he succeeded beyond the most sanguine expectations. Soon a more extensive Convent building rose phoenix-like on the ruins of the dear old monastery; and in November of the fatal year, a three-story, better equipped, brick structure was ready to receive the sorely tried community. This Convent was replaced in 1901 by the present four story edifice.

The Normal Department

Despite the many hardships besetting the path of the community, great care was ever exercised from the very outset in advancing the young tyros, to fit them in every way for their high vocation. Professors were engaged, and the great advantage of this appointment was at once manifest, for the solidity of the acquirements soon gave unfailing evidence of its prestige through-

out the Sisters' educational work. Applications for teachers began to multiply, and the new community stood as a decided character of an able teaching body. Study, works of charity, labor, prayer and necessary rest filled in the warp of time. There was no idle leisure, no occasion for despondency. All journeyed on cheerfully, in the light of fair Hope, supported by a strong Faith and burning Love of God and neighbor.

Alas, joy is not to be unmingled with sorrow, the great promoters of the early educational work, were one by one summoned to bid farewell to the scenes that seemingly still needed their presence. Dear Mother Theresa, who had been all to all in their weary struggle for existence, the very soul of the great Rev. Founder's work, was called to her eternal reward September 27, 1860. She was succeeded by the broad minded Sister Antonia Dreer, in the ponderous office of Mother General. Mother Antonia was a woman of rare talent, broad culture and extraordinary administrative ability, a phenominal mind reader, a true daughter of St. Francis, humbly and unswervingly devoted to the cause.

In the height of prosperity the community was doomed to mourn another irreparable loss in the death of the saintly Founder, Father Rudolpf, May 29, 1866. The loss to the community, parish, the poor, was incalculable. Even to-day the glory of his name serves as an ever new impetus to climb earnestly and steadfastly to the noble heights of science, and grow daily in the acquirement of those virtues and graces, by which only and alone, woman becomes the promoter of true happiness as a daughter, sister, mother, teacher.

The main responsibility of the sainted Founder's activities devolved now upon the never-to-be-forgotten, strong-minded, yet humble Mother Antonia. Perfectly conscious of the full task resting upon her, she redoubled her every care and solicitude for those depending upon her. She, too, alas, was summoned to Heaven, March 23, 1872. Sister Michaela, who had shared nobly from the very beginning, the trials and tribulations of the past, was chosen Mother General. She was specially noted for her holy simplicity and profound piety, and ruled the community in all kindness and wisdom. Her holy, exemplary life ended April 9, 1884. The present Mother General, Sister M. Olivia, was now chosen unanimously, as the most worthy successor. Most evidently she has inherited the spirit and virtue of the Rev. Founder and Mothers General. She prospers steadfastly the great work so happily begun and promoted by her worthy predecessors. Under

her energetic rule, the community of Oldenburg is reaching steadily higher standards in the development and excellence of the grand cause of Christian Education.

Teachers are continually being instructed, in all the essentials of a modern education and sent out to equip young boys and girls for life's arena, and to present them to the world to do the holy will of the Almighty, be it in the humble, yet ennobling farm sphere, in the numberless trades, or in the professional circles.

The community now sends out her teachers to seventy-five missions in the states of Illinois, Indiana, Kansas, Kentucky, Missouri, Ohio.

The Normal Course was at first of two years' duration. Now since the year 1910, when through Honorable State Superintendent, Robert J. Aley, this department was accredited by the State Normal, the course was extended to three years. All regulations of the State Normal Course are faithfully followed. The department is under the supervision of a most competent Director, assisted by able teachers, who continue their improvement in various summer normals. Among these are the Catholic University, Washington, D. C.; St. Joseph's College, Dubuque, Iowa; Marquette University, Milwaukee, Wis.; Cedar Grove, Cincinnati, Ohio, and others. Since the Normal Course is for the Sister students exclusively the membership varies, according to the entrance into the Convent of able subjects. May their number increase largely and steadily.

With this Normal Department is connected a six weeks' summer term for those teachers who return to the Motherhouse from their different missions. In this term the subjects are elective, according to the need or requirements of their respective parochial schools.

The Community has been in close touch with the public school system from its very beginning. Our district schools of Franklin and Kelso counties date from the fall of 1852 and 1854. Later, there were accepted district schools in Decatur and Dearborn counties. All still continue to flourish, and some high testimonials have been given to the Sisters by the Superintendents in charge. They are indeed generous in their encouraging words. The space allotted to this sketch will permit the citation of a few only.

"I will say that I have always found Sister Superior and the teachers under her very much devoted to the cause of education and to the best interests of the children under their charge.

"I consider their work very efficient, the atmosphere of the school exceedingly wholesome, and the teachers themselves appreciatively loyal to me."—T. J. McCarthy, County Superintendent, Franklin County, Brookville, Indiana.

"I want to assure you that the Sisters under my supervision are doing excellent woek in the school-room, and show evidence of good normal training. They are active in both county and township institutes, and are thoroughly interested in school work".—George C. Cole, County Superintendent, Dearborn County, Lawrenceburg, Indiana.

"I have known of the work of the Academy of the Immaculate Conception, Oldenburg, Indiana, for a number of years. Several of the Sisters who have come under my observation are doing excellent school work. We have for the last three or four years been accepting pupils from the Parochial schools of Greensburg for admission to high school, without examination. They have in every case made good. It seems to me that this school is doing all that it can to keep abreast of the times."—Elmer C. Jerman, City Superintendent Greensburg Schools, Greensburg, Indiana.

"I have had the opportunity to notice the work of the Sisters of this Order in teaching Agriculture in the public schools of this county and report the work as very satisfactory. Manuscrips submitted in examinations for teacher's license in Agriculture are of the very highest class."—W. E. McCoy, County Agent of Agriculture of Decatur County, Indiana.

For the past twenty years or more our Sisters teaching in the public schools, and a number of others engaged in parochial work, have attended the summer institute of their respective counties. The Brookville Institute, in particular, has been largely attended annually and the Sisters always returned animated with new, excellent ideas, new encouragement, and new zeal and aspirations, due to the excellence of the instructors.

Agreeably to a cherished desire of the Rev. Founder, the noble Sons of St. Francis from the Cincinnati Province, became his successors. Under their noble guidance the Community continues to cultivate the sweet humble virtues of their Seraphic Father, St. Francis.

The Right Reverend Francis Silas Chatard, D. D., Bishop of Indianapolis, has always proven a veritable father and friend of the Community. The good that the untiring exertions of this noble Prelate has accomplished in the domain of religion and education is not to be estimated. His life in its purity and holiness, is an inspiration.

The Academy.

The foundation of the Academy of the Immaculate Conception is so intimately linked with the Convent, the Motherhouse of the Sisters of St. Francis, that the history of one portrays the other. It is now in its fifty-second year, and in its primitive life, occupied rooms in the Convent building. Here was formed the nucleus of the present Academy, from a class of boarders who came from the widely scattered parishes. This germ enlarged gradually. Year after year marked one or the other new department, and the future smiled cheerfully and promisingly.

In the year 1864, the Academy proper had assumed a wider and higher sphere of instruction and called for new apartments. A two-story, unassuming but substantial brick structure was erected. In June a public examination, interspersed with vocal and instrumental music, followed by the distribution of prizes, formed the first closing exercises.

A few years later the Rev. Founder saw himself obliged to build again, as the number of Academy students multiplied rapidly. A handsome three-story structure was erected, and was soon followed by another of the same plan. He was ably seconded by the Mother General and the whole Sisterhood. Father Rudolf's desire was to bring the best that educational effort could procure, within the reach not only of the wealthy but also of the middle classes, and hence the moderation of the present rates.

About the year 1900, a complete reconstruction of the Convent and Academy buildings was found to be necessary, and in due time the present Convent and Academy World loomed into existence in all its magnificence, and ready for occupancy, A. D. 1901.

The buildings constituting the Academy are models of architectural skill and foresight, and are replete with all that modern science holds out to the world by way of school equipments and educational aids. Health, comfort, elegance were constantly kept in view.

The main building is a four-story structure, strictly fire-proof, and contains the various halls, classrooms, laboratories, libraries, wardrobes, dormitories, lavatories and private rooms.

St. Cecilia's Hall contains a large auditorium and the music department with its twenty-four rooms, containing each a piano or organ, harp or other musical instrument, as the case requires.

To promote and aid the scientific, literary and art work, a fine library containing standard works of the best authors in

English, French, German and Spanish is at the disposal of the students.

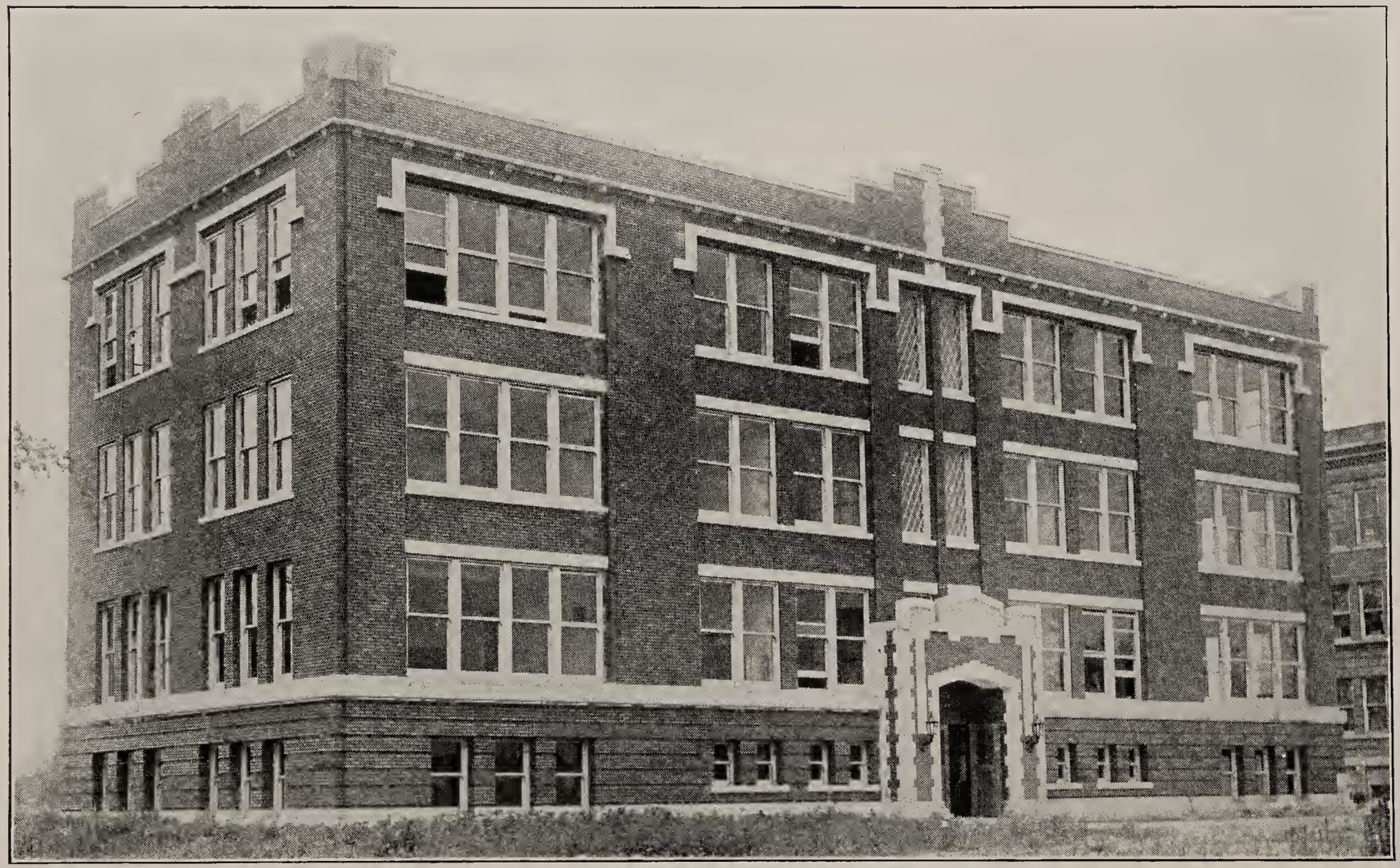
The curriculum embraces everything conducive to the acquisition of a solid and accomplished education. It includes excellent College Preparation, Academic and Commercial Courses, Domestic Science and Art, Music and Painting. Each year adds its share to the apparatus and general attractions of the Academy. Physical Culture in its manifold mazes, forms part of the regular routine.

Programs, literary and musical, are given regularly on Saturday evening, while the various classes vie with one another in entertaining and celebrating each in its own way the recurring feasts. The end of the old and the beginning of the new semester are marked by a Class Play, prepared for the occasion.

The Academy Alumnae Association, now ranking among the foremost of the Roman Catholic National Federations, meets annually at the fondly loved Alma Mater, in grateful and loving acknowledgement of the truly refined education received there. At these reunions they are strengthened by new inspirations to continue to practice vigorously, the wholesome lessons instilled, and to follow whither justice would lead. One of the Academy daughters, Mrs. Clara Hagan Langsdale, was made the first Alumnae Governor of Indiana.

The Academy of the Immaculate Conception, Oldenburg, Franklin County, Indiana, was chartered by an act of the General Assembly of Indiana, April 8, 1885, and is accredited by the State Normal School, and affiliated with the University of Cincinnati and the Catholic University of America, Washington, D. C.

"Specie tua et pulchritudine tua, intende, prospere, procede, et regna."



New Science Hall, Goshen College, Goshen, Indiana.

GOSHEN COLLEGE.

John E. Hartzler, President.

A little more than a generation ago, through the influence of the public schools, the Mennonites of northern Indiana and adjoining states became interested in elementary education. Soon a number of their young men became rural school teachers. These teachers became the religious as well as the educational leaders of their churches. The high schools commenced to attract an increasingly larger number of Mennonite young people. A few continued their studies through colleges and professional schools. These conditions gave rise to the conviction that the constituency interest in higher education should be provided for by the church itself.

A leader was needed to crystallize these convictions into an organization with the requisite resources to establish a college. Such a leader was found in the person of the Rev. John S. Coffman of Elkhart, Indiana. Rev. Coffman had been a public school teacher in his boyhood but at the time of which we are speaking he was one of the editors of the church paper and the Sunday school literature of the Mennonite Publishing House, at that time located at Elkhart, Indiana. Under the wise and sagacious leadership of Rev. Coffman a board of trustees was appointed, funds were solicited and a school opened in the G. A. R. Hall, Elkhart, Indiana, in the fall of 1895. What seemed at that time a very commodious building was erected in 1896. In this building the work was conducted under the name of the Elkhart Institute until commencement in the spring of 1903. By this time the institution had so far outgrown its plant that a new campus and new buildings were necessary.

The city of Goshen, Indiana, was chosen as the new seat of the institution. Here in the summer of 1903 two buildings were erected and the work launched on an enlarged scale under the name of Goshen College. The student body has multiplied threefold since 1903; the faculty has increased from eight teachers to nineteen professors and instructors; the buildings have grown from two to four and the finances have been placed on a secure basis.

Because the institution was organized and conducted by public school teachers attention was given to the training of teachers from its very beginning. The original two-year normal course was the strongest and most popular course in the early years of

the work of the institution. The college was fairly well equipped to meet the requirements of the new teachers' training law when it was enacted in 1907. Since then the college has made an effort to develop its Normal School so as to be in position to do its part in the development of teacher training in the state of Indiana. When the law was enacted introducing prevocational education into the work of the common schools the college had well matured plans to organize a department of Agriculture. Since then a department of Home Economics has also been added and a new science hall erected to accomodate properly these new departments and to strengthen the work in the sciences offered by the college.

Within the past ten years great effort has been made to strengthen the work of the College of Liberal Arts. The new Science Hall with its large modern laboratories and new equipment throughout has placed the science teaching on a new basis. The library now exceeds the minimum five thousand volumes, exclusive of public documents and books acquired by gift. The teaching force consists of nineteen professors, assistant professors and instructors. No teacher will be advanced to the rank of professor who has had less than two years of graduate study except by special vote of the trustees. All the catalog statements relating to courses, entrance and graduation requirements are carried out with conscientious care. Care along these several lines has greatly strengthened the work of the college.

An academy is maintained that provides a regular high school and college preparatory course. This department appeals especially to students who come from communities not provided with good high school facilities and to mature young men and women who have passed the high school age but wish to prepare for college or professional schools. The academy is doing a splendid work for a class of students who would otherwise be deprived of the opportunities of obtaining an education.

The Bible School furnishes undergraduate biblical instruction to all who wish to elect courses or major in this department. All departments of the institution are open on equal terms to all persons. Forty per cent. of the students in the institution represent other denominations than that represented by the college. Many of these non-Mennonite students elect one or more courses in Bible, especially is this true of students after their freshman year. The School of Music gives four year's instruction in musical theory, voice and piano. High school graduation is required

for a diploma from the School of Music. The School of Business offers a two-year business course. The Summer School offers instruction in normal, college and academy work. It is the plan of the institution to develop the departments of Agriculture and Home Economics as rapidly as the demand seems to warrant. The college aims to cooperate with all the educational agencies of the state in such a way as to perform its share of the education work of the state. The college believes that it can better perform its distinctive mission by being an integral part of the great educational system of the state.

HUNTINGTON CENTRAL COLLEGE.

CLARE W. H. BANGS, President.

Historical Sketch of Huntington Central College.

Huntington, Indiana

On the third day of April, 1847, the voters of Haw Creek Township, Bartholomew County, Indiana, met in the town of Hartsville, "and after discussing the matter at some length, concluded to build a new school." The building was to be a two-story structure located in the center of the public square, in the town of Hartsville, and when completed was to be used for school purposes, religious worship, and for all lawful public meetings of the citizens.

The Church of the United Brethren in Christ was then making all arrangements to establish a College in the State. Hearing of this, the citizens of Hartsville and surrounding territory, met in February, 1849, and made the proposition to the United Brethren Church that they would complete and turn over to the Church the new College building with the understanding that it was to be used for college purposes. This proposition was accepted and on the 26th day of May the transfer was made. The institution, founded for the express purpose of giving young men and women with limited means a college training, was chartered on the 12th day of January, 1850, under the name of "Hartsville Academy", in charge of a board of twenty-seven trustees, with power to fill all vacancies occurring in the Board, also to appoint a president, professors and other instructors who together would constitute the faculty of "Hartsville Academy", who "by and with the consent of the trustees, should have power to grant all such degrees in the sciences and arts as are customary in such academies, colleges and universities of the United States."

On the first day of May, 1850, the school was opened with Professor James McD. Miller, A. M., a graduate of Indiana University, class of 1849, as president. During his administration on account of the many demands that came in from the various parts of the state the name of the academy was changed, by an act of the legislature, February 8, 1851, to "Hartsville University".

Professor David Shuck, A. M., a graduate of Indiana University, class of 1846, was elected as president in 1852. Under the able leadership of President Shuck who was known as the best

educated man west of the Alleghanies, the school grew rapidly so that it became necessary to erect a larger building to carry on the work.

The site of the new building was chosen immediately south of town in the center of a beautiful campus of seventeen acres. The building erected was a brick structure, three stories high. The new building made it possible to give better service to the students and the school grew more efficient under the able leadership of President Shuck.

In 1855 John Woodbury Scribner, a graduate of Dartmouth College, class of 18—, came to the Presidency. Under his leadership the school grew until it was ranked as the second college in the state. Following his administration Professor C. H. Kiracofe of Otterbein University was elected as President. Many improvements were made under his management. The Library was increased and the organization of the same systematized.

On March 5, 1883, the name of the school was again changed. This time to "Hartsville College". During the winter of 1897, the college buildings were burned in a most mysterious way in the middle of the night. After the burning of the buildings at Hartsville a movement for a more centrally located school was started. During the same year a new up-to-date building was erected at the north limits of Huntington, Indiana. The main structure is a three-story brick building with recitation rooms, offices, laboratories, library, gymnasium and an auditorium with a seating capacity of six hundred and fifty. A beautiful campus consisting of about thirty-four acres with winding walks and drives affords a most excellent site.

The Board of Trustees of Hartsville College in their last meeting turned over to the general Board of Education then in charge of Hartsville College, all books, records of proceedings, grades, etc., and recommended that the new college should confer degrees upon the students then in the senior class who should complete their respective courses and continue the employ of the professors then in charge.

Dr. Charles H. Kiracofe, the sixth President of Hartsville College, was elected President of the college now located at Huntington and the college for the third time was re-christened, September 1, 1897, this time as "Central College", and later as "Huntington Central College". The old Hartsville bell that crashed down through the burning ruins was shipped to Huntington and is

now mounted on a fine concrete base on the campus near the beautiful fountain before the main building.

The college since its location at Huntington has continued its earlier policy of keeping in the forefront in the field of educational advancement. During the administration of President Thomas H. Gragg, Ph. D., 1906-11, the college course was lengthened to the standard four-year course and the Academic Department was organized and received recognition by the State.

In 1914, due to the work of Professor Fred A. Loew, a new agricultural building was erected to meet the growing demands made upon the institution in the county.

The college has made many material advances during the year 1915-16, under the leadership of President C. W. H. Bangs, A. M. The Normal Department, Domestic Science Course, Art, Supervisor's and Public School Music Departments and the standard two-year agricultural course have been installed. The Department of Agriculture, two-year Domestic Science Course and Classes A and B Normal work have been accredited by the State Board of Education. The School is making some rapid advances and during the coming year a new dormitory 40x165 feet, a central heating plant, an industrial building and gymnasium will be erected for the accomodation of the students.

The college has not only added this material equipment but has also introduced the Student Employment Bureau which has for its function the assisting of students who could not otherwise attend school, to secure work. During the past year the students have made nearly $3,000 from outside work. Thus the school is filling its place in the educational world by making it possible for many to attend school who could not continue their work because of limited means.

Indiana Central University, University Heights, Indianapolis.

INDIANA CENTRAL UNIVERSITY.

I. J. GOOD, President.

Indiana Central University, just south of Indianapolis, has finished its eleventh year of academic work. The institution was incorporated October 6, 1902. It was not, however, until September 26, 1905, that its doors were opened for the reception of students. The school came as the result of a want long felt by the church of the United Brethren in Christ for a school in Indiana.

The United Brethren church has grown rapidly in Indiana and three conferences became quite strong. With this development the church recognized the importance of encouraging its young people to equip themselves with higher education. Accordingly three institutions of learning were established by the church in Indiana. One of these was Hartsville College, located at Hartsville, Indiana. For years this institution furnished training for young men and young women, many of whom have since held important positions in the church and state. The same may be said of Roanoke Classical Seminary at Roanoke, Indiana, and of Manchester College which was established by the church at North Manchester, Indiana.

The history of these institutions served to show that a combined effort would be more advantageous to all the conference so the three conferences, St. Joseph, White River and Indiana took action to co-operate in building up an institution centrally located. Hence Indiana Central University was founded.

In the summer of 1902, Wm. L. Elder, the well known business man of Indianapolis, came before the three annual conferences and made a proposition to give to the church a campus and erect a suitable building for college purposes provided certain conditions were met. The direct outgrowth of this proposition was that the three conferences joined efforts, the town of University Heights was platted and the present beautiful and imposing administration building was erected. In due time the property was turned over to the Board of Trustees and dedicated June 17, 1907.

The Organization. The constitution and by-laws provide that the general management of the affairs of the institution shall be in the hands of a board of trustees and its executive committee. The Board of Trustees is composed of six members chosen by each conference, several trustees at large and the president of the institution ex officio. The Board meets annually at com-

mencement time to receive reports and adopt policies and plans. In the interim between the Board meetings the Executive Committee, composed of seven members, meets monthly to give general direction and official sanction to the work. The president not only has general supervision over the internal work of the college but is chairman of the Executive Committee and manages the financial affairs.

The Constituency. At first the three conferences that made up the constituency of the institution included only a part of the church in Indiana, but in 1909 the general conference of the church so changed the boundaries of its conferences that the whole state of Indiana is now included in the three conferences. The membership of these three conferences numbers more than sixty thousand and from fifteen to twenty thousand homes are represented. A large percent of the homes of the church are in the rural districts which makes it possible to build up an attendance of students whose moral standards are high and with an extraordinary ability to work.

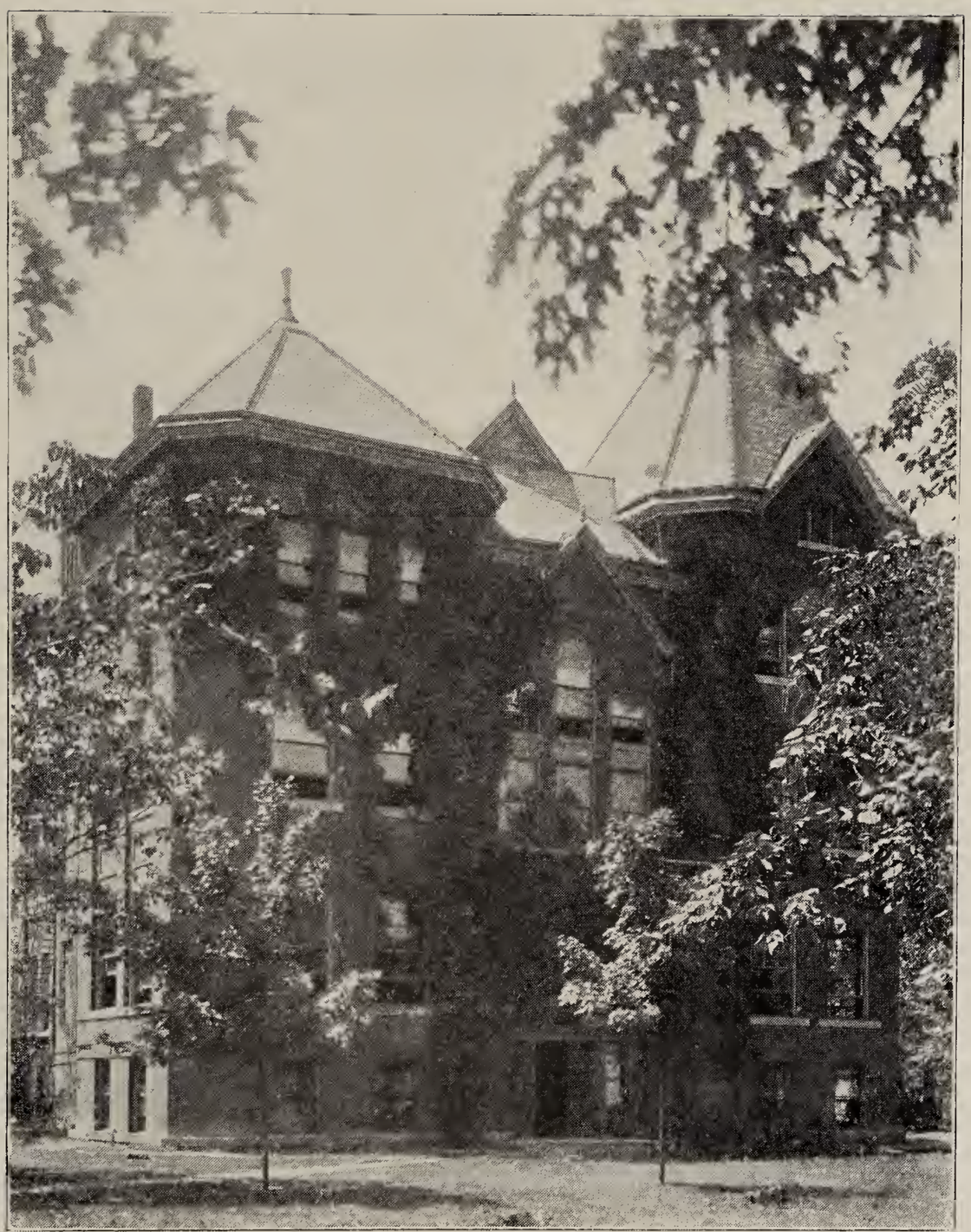
In keeping with the spirit of the United Brethren church, which has broad policies and believes in an active evangelism, the school has sought to be broad and liberal in its policies and has insisted on a high standard of morality.

The Curriculum. The range of work offered in the school is largely representative of the work usually found in student institutions, and is grouped in several departments. The Academy, which offers four years of work usually covered in the standard high schools and academies; the college of liberal arts, which may be entered by graduates of commissioned high schools or the academy; the school of education, which is commissioned by the state to do work in the A and B classes in the preparation of teachers; the school of music, which offers work of both academic and advanced rank in piano, voice, violin and other phases of musical training; and the school of art is maintained. There has been a gradual expansion in the variety of courses offered.

From the very beginning it has been the endeavor to lay the foundations broad and deep for a strong institution, one which would conserve the interests of the church and at the same time make a worthy contribution to the educational work of the state. The spirit of the institution is not sectarian since it is merely the purpose of the church in maintaining the college to contribute its part to higher education under distinctively Christian influences.

Rev. John T. Roberts, D. D., who was a graduate of Hartsville College and one of the real founders of Indiana Central University, was the president of the college when it opened its doors for students September 26, 1905. His efforts in financing and managing were heroic. After three years of service the administrative work was left to a committee for a year, at the end of which time the Hon. Lewis D. Bonebrake, Ph. D., who for six years stood at the head of the educational system in Ohio, became the president. He was president for six years and through his intimacy with the educational problems and splendid ability as a lecturer he was a valuable addition to the body of educators in the state. During the latter part of his administration his health had so declined that the Board of Trustees relieved him of the responsibility of managing the finances by making Prof. I. J. Good, A. M., the business manager in 1914. In 1915 it became necessary for Dr. Bonebrake to retire from the active work of the institution and Prof. I. J. Good was elected president.

During the last two years the work of management of the institution has been characterized by large planning for the building up of equipment and endowment. Plans have been matured to increase the campus by adding a beautiful tract of land which lies north of the present campus. During the past year the assets have been materially increased and a group of the strongest business men of the church has been organized to conduct a vigorous campaign this fall. The conferences are cooperating with this body of men to increase the strength of the institution.



Marion Normal Institute, Marion, Indiana.

MARION NORMAL INSTITUTE.

A. JONES, President.

The Marion Normal Institute was incorporated September 27, 1912. The incorporating members were George A. Osborn, Robert J. Spencer, Sr., Gilbert P. Butterworth, J. Wood Wilson, John W. Kelley, James L. Barley, L. V. Jackson, A. Jones, M. L. Lewis, Eli Coggeshall, and William H. Charles, all of Marion, Indiana.

The purposes of the association as set forth in the articles of association are as follows: The objects and purposes of this corporation are: to establish and maintain an educational institution, in or near the city of Marion, Indiana; to establish and maintain therein, classical, scientific, normal, law, medical, commercial and business departments; to confer all the usual and necessary degrees therein; and to advance business and collegiate education on broad and practical lines; and to buy and own real estate for school purposes, and to do and perform such acts as may be necessary to carry out the purposes of this corporation.

After the corporation was perfected, a committee was appointed to secure information concerning the price on the buildings formerly occupied by the Marion Normal College. Satisfactory terms were secured and the buildings and grounds purchased for cash. Thus, through the generosity and enterprise of the citizens of Marion, the school was organized in its own property. The school is housed in two large buildings of brick and stone, constructed especially for school purposes. About these buildings is a beautiful campus, set with native forest trees. The campus is one of the beauty spots of Marion. The grounds are surrounded by paved streets, cement walks, and the electric cars run to the buildings every twelve minutes. The buildings are equipped with electricity, gas, and city water from deep wells. Immediately after the purchase extensive improvements were made, and the buildings put in better condition than they had ever been. Laboratories were equipped with new apparatus, a good working library of carefully selected books, and the school was ready for work.

Lawrence V. Jackson was elected president of the school and A. Jones Secretary. A faculty was organized and Normal, Business, Manual Training, Domestic Science, Agriculture, Music and Oratory Departments established. After the school was opened it was inspected by a committee appointed by the State Board of

Education, and upon the report of the committee the school was accredited in Classes A, B and C by the State Training Board and granted a high school equivalency commission.

Although the school opened on Monday after the purchase of the buildings on the Saturday previous a goodly number of students enrolled and the school made a steady growth in numbers.

On June 3, 1914, Mr. L. V. Jackson, resigned the presidency and the school was placed in charge of A. Jones and C. C. Thomas. On August 7, 1914, A. Jones was unanimously chosen president of the institution and C. C. Thomas, Vice-President and Secretary.

During the past two years the various departments have been strengthened and adjustments made, both in teaching and equipment to meet the requirements of the vocational law. Each department offers several of the courses adopted by the State Board of Education for Accredited Normal Schools. In Agriculture some valuable experimental work has been done and advanced students in Agriculture have had some excellent practice work in teaching and supervising the home garden work of children in one district of the public schools of Marion.

The institution has both a city and country training school for observation and practice work of students who are preparing to teach. These schools are located near the Normal School and are in charge of well trained practical teachers of a number of years successful teaching experience. The institution has a ladies' dormitory and maintains a boarding hall, so that students may obtain good rooms and substantial board at minimum of expense.

It is the policy of the school to encourage thorough work n every department and make conditions favorable for the student to obtain a thorough practical education at minimum expense.

The year 1915-16 has witnessed a healthy growth in all departments of the school and the outlook for the future is promising.

Manchester College, North Manchester, Indiana.

MANCHESTER COLLEGE.

OTHO WINGER, President.

Manchester College has its beginning in 1889, when the first building, Bumgardner Hall, was erected. For six years the school was directed by representatives of the United Brethren Church, Rev. D. N. Howe, A. M., being the first president. In 1895 the present campus of ten acres and the one building was purchased by representatives of the Church of the Brethren, Prof. E. S. Young being the new president. The next year the Chapel building was erected and two years later the Ladies Home was added.

In their attempt to bring the institution up to its highest efficiency the trustees were obliged to place a debt upon the school. Through the sacrifices of the trustees and the personal effort of Elder I. D. Parker and others, this debt was cancelled in 1902 and the school property, valued at $50,000, was deeded to five state districts of the Church of the Brethren in Indiana and Ohio. The transfer of the property to the Church was made in such a way that the institution can never be encumbered with debt.

In 1904, Prof. E. M. Crouch, A. M., became president. Valuable improvements were made from time to time. The central heating plant was installed in 1905, and the Young Men's Hall was erected in 1906. The laboratories and library were greatly enlarged in 1908, and the same year the Model Training School for Teachers was established.

Since 1902 the institution has been controlled by a board of six trustees representing the state districts owning the school. For several years the trustees leased the school to a board of management composed of college men. In 1910, the school was reorganized under a plan that brings it under more direct control of the trustees. Since 1911, Prof. Otho Winger, A. M., has been president of the college, and L. D. Ikenberry, A. M., has been secretary.

Since 1911, the enrollment has rapidly increased, especially in the College of Liberal Arts. In 1911 the gymnasium was built. In 1913 the new building for the heating plant was erected. In the summer of 1915 the students of the class of 1914 erected and presented to the college a green-house. The same fall the Science and Agricultural Hall was completed. A new Ladies Home is a part of the plans for the summer of 1916. The endowment has been growing and work is to be pushed rapidly to secure sufficient funds to standardize the school.

Manchester College is located at North Manchester, Wabash County, Indiana. It is a thriving little town of some three thousand inhabitants. It is conceded to be one of the most attractive little cities in the state, and is especially noted for its cleanliness, healthfulness, abundance of pure water, wide and beautifully shaded streets, and is free from saloons. The institution is about a mile from the business part of town, nestled in a beautiful oak grove of Nature's own planting.

It is the purpose of the institution to provide a liberal education at a moderate expense, under the purest moral and Christian influences. While the immediate aim of the institution is to provide a college home for the children of the Church of the Brethren, under guarded moral and religious influences, yet members of all churches are warmly welcomed, as well as those who have made no Christian profession.

The college maintains a Liberal Arts course of four years leading to the A. B. and the B. S. degrees. Seven teachers give full time to this work, while four others do part work. The enrollment in this department for 1915-16 was 153. The number of graduates 21. Some are going out as teachers and superintendents of schools, some to the ministry, and some as missionaries to India and China.

The School of Education is accredited for "A," "B," and "C." It also offers a one year normal course for graduates of high schools, with the hope of encouraging them to take this needed preparation before beginning teaching. Last year seventeen completed this course. The total enrollment in this department was 168. The college has the one very good advantage of a complete training school located on the college grounds. Here students can observe and do practice teaching.

The Preparation School has a principal in charge, two teachers giving full time, with some assistance from students of the college. It offers the regular commissioned high school course of Indiana. The enrollment the past year was 89.

One teacher devotes his entire time to the Bible. No attempt is made to give a full theological course. This department is affiliated with Bethany Bible School of Chicago. The School of Music offers two and four year courses in both piano and voice. The Business Department teaches stenography and bookkeeping, both to prepare for office help and for teaching the subject in high schools. One teacher gives her entire time to teaching art and expression.

The pre-vocational subjects are receiving much attention of late. In the Science Hall, recently erected, ample room has been provided for household economics. This is in charge of a teacher of experience and a graduate of Purdue University. The entire floor of one of the buildings is given to manual training. While only a beginning has been made in teaching agriculture, yet plans are now on foot to make this one of the big features of the school.

The total enrollment in all departments of the school the past year was 488. The total number of graduates was 85. The students come largely from Indiana and Ohio, although thirteen states were represented, also Canada and China.

The growth of the institution during the past five years has been a steady one. The enrollment has more than doubled itself in this time. Four new buildings have been erected and many improvements made in the old ones. The raising of an endowment is the biggest work of the school just now. It is the aim of the trustees and executive board to keep the school in touch with the needs of the times and to serve well its constituency.

Carnegie Hall, Moores Hill College, Moores Hill, Indiana.

MOORES HILL COLLEGE.

A. J. BIGNEY, President.

In 1818, Adam Moore, a Methodist preacher from Maryland settled in the wilderness near the western boundary of Dearborn County. He was the first inhabitant of the town of Moores Hill—the seat of Moores Hill College. His son, John C. Moore, became a prominent business man in the early fifties. In the spring of 1853, the Rev. W. W. Snyder, agent for Brookville College, called on J. C. Moore to solicit a subscription for that institution. This started him to thinking. Why not put the money in an institution at home, thus providing a college education for our children? Mr. Moore had the thought that the majority of young people would not go very far away from home to secure an education. Statistics of colleges and universities today show that his judgment was correct. This was the origin of Moores Hill College. Plans were formed during 1853-4 for erecting a building and providing means for maintaining it. In 1854, the college received its charter from the state and the management was vested in a board of trustees appointed by the Southeast Indiana Conference of the M. E. Church. Thus it became a child of the church. It was called Moores Hill Male and Female Collegiate Institute. It was one of the first colleges to open its doors to both sexes.

The building was not completed until December 1, 1856, so that school did not begin until that date.

The first president was Samuel R. Adams, a graduate of Wesleyan College at Middletown, Conn. The first graduate was Mrs. Jane Churchill Kahler in the year 1858. She is living now at San Fernando, Cal. It is interesting to note that Mrs. Kahler is an artist and only last month presented to her alma mater twenty beautiful paintings in water color of California wild flowers. This is pronounced one of the finest collections of paintings of wild flowers in the country.

President Adams was a successful educator. In 1862 most of the young men went to the war. He could not refuse the call, so he went to the front. Later in the same year he died. William O. Pierce was president in 1863-4. The attendance was small during the war. In 1865 the Rev. Thomas Harrison was elected president. He was a prominent educator and an intense worker. Through his efforts the attendance was increased to 367.

In 1870, Dr. J. H. Martin became president for two years; in 1872, the Rev. Francis A. Hester, for four years; in 1876, Dr.

John P. D. John, for five years. The Rev. John H. Doddridge, in 1879, was president during Dr. John's leave of absence for study in Paris; in 1882, the Rev. L. G. Adkinson, for five years; in 1887, Dr. G. P. Jenkins, for three years; in 1890, Dr. J. H. Martin again for six years; in 1897, the Rev. Charles W. Lewis, for six years, and in 1903-4, Dr. J. H. Martin, for the third term of one year; in 1904, Dr. Frank C. English, for four years; in 1908, Dr. William S. Bovard, for one year; and in 1909, Dr. Harry Andrews King became president. These presidents constitute a band of Christian educators of whom any institution might be proud. They planted in pioneer times, nurtured and developed the young institution until it could take its place alongside of the other colleges of the state and nation.

Dr. King resigned November 10, 1915, and Andrew J. Bigney, class of 1888, became Acting President.

It has always been the ambition of Moores Hill College to be a college of 300 to 400 students with such a plant as will make it an efficient educational power for developing such manhood and womanhood on sane Christian principles that will help make the world what it should be—truly Christian. During all the years of its history the college has been accomplishing such results with very limited funds for support. The 487 graduates and the thousands of undergraduates are making good in every walk of life in probably every state in the Union and many of the foreign countries. When asked the secret of their success, they almost invariably say the kind of training received at Moores Hill College—the personal impress of active Christian men and women in the faculty—the emphasis placed on thorough and practical scholarship, the sane culture of the literary societies and religious organizations and the opportunities for developing leadership.

They are filling positions of usefulness and prominence in various walks of life. Of the 487 graduates, seventy-nine are ministers, 105 homemakers (married women), 125 teachers, twenty-three physicians, the others distributed among fifty different kinds of occupations. The undergraduates probably follow very much the same classification.

Of the 339 members of the Indiana Conference of the Methodist Church, sixty-seven have been educated in part or entirely in Moores Hill College.

Many of the alumni are pursuing post-graduate courses in leading universities. At present the college has students in Chicago University, Michigan University, Northwestern Medical

College in Chicago, Garrett Biblical Institute at Evanston, Ill.; Johns Hopkins University College at Baltimore, Louisville Medical College, Indiana Medical, Cincinnati University Medical College, Boston University and Drew Theological Seminary at Madison, N. J.

The type of students is molded not only by high scholarship, but also by the student activities such as the Press Club that publishes the College Life, the student paper; the four literary societies that give opportunities for literary expression; the Y. M. C. A. and Y. W. C. A. that give training in the religious life. These associations are recognized as among the best in the state. The Athletic Association has charge of all athletic interests in the school.

Last year the enrollment was 300. The summer term, 1915, numbered 140, the largest in the history of the school. The faculty numbers seventeen men and women who have been carefully trained in the best colleges of the land. Many of them have had unusual advantages in travel and post-graduate courses.

The German House, Indianapolis. The Home of the Normal College of the North American Gymnastic Union.

THE NORMAL COLLEGE OF THE NORTH AMERICAN GYMNASTIC UNION.

EMIL RATH, Principal.

The Normal College of the North American Gymnastic Union is the oldest American institution for the training of teachers of physical education.

During the decade previous to the Civil War, a large number of gymnastic associations, called Turnvereine, were organized by the German immigrants who had learned in their schools and universities to love physical exercise. It soon became apparent that trained instructors were necessary to conduct the work of the classes properly. Arrangements had been made for the establishment of a training school for teachers, but preparations were interrupted by the war which called most of the "Turners" to the battlefields; of the eight or ten thousand members of the various "Turnvereine" at least six thousand fought for the preservation of the Union and for the abolishment of slavery. Although most of the societies had gone out of existence entirely during the war, they were soon re-established, and the training school, called Seminary, was organized in 1866.

Prior to 1875, the school was a traveling institute. The first courses were held in New York. It was transferred to Chicago, but the fire of 1871 ended its existence there, and in 1872 the school was reopened in New York. In 1875 Milwaukee became the home of the Normal school, and it was conducted there until 1907, with an interruption of two years, 1889 to 1891, when it was temporarily transferred to Indianapolis while the erection of a new building in Milwaukee was going on. For sixteen years, 1891-1907, the institute was conducted in connection with the German American Teachers' Seminary of Milwaukee and four different courses were given, some of one year's, others of two years' duration.

From 1866 to 1907 there were graduated from the Normal School nearly 300 teachers of physical education. The records of the first two years have been lost; those available show 279 graduates. During the earlier part of the existence of the school only men attended it and the total number of women graduates during those forty years is 26. Of the 253 men 122 are still teaching physical education, some of them having a record of forty years' work in the profession.

In 1907, the institution was transferred to Indianapolis and

reorganized as a modern Normal School under the name "The Normal College of the North American Gymnastic Union". It offers now two and four-year courses to high school graduates leading to the title of "Graduate in Gymnastics" and "Bachelor of Science in Gymnastics", respectively; also a one-year elementary course to members of the North American Gymastic Union who do not meet the requirements for matriculation and who wish to prepare themselves as teachers of physical education in the branch societies of the above organization. In addition to physical education in all its branches, and practice teaching in the model school of the Normal College and in the public schools of Indianapolis, the work in each College year includes courses in letters and science equivalent to one year's work as counted by universities toward the baccalaureate degree. In March, 1907, the Normal College was incorporated under the laws of the State of Indiana as an institution of learning empowered to confer academic titles and degrees. It has been accredited by the Indiana State Board of Education in Classes A, B and C.

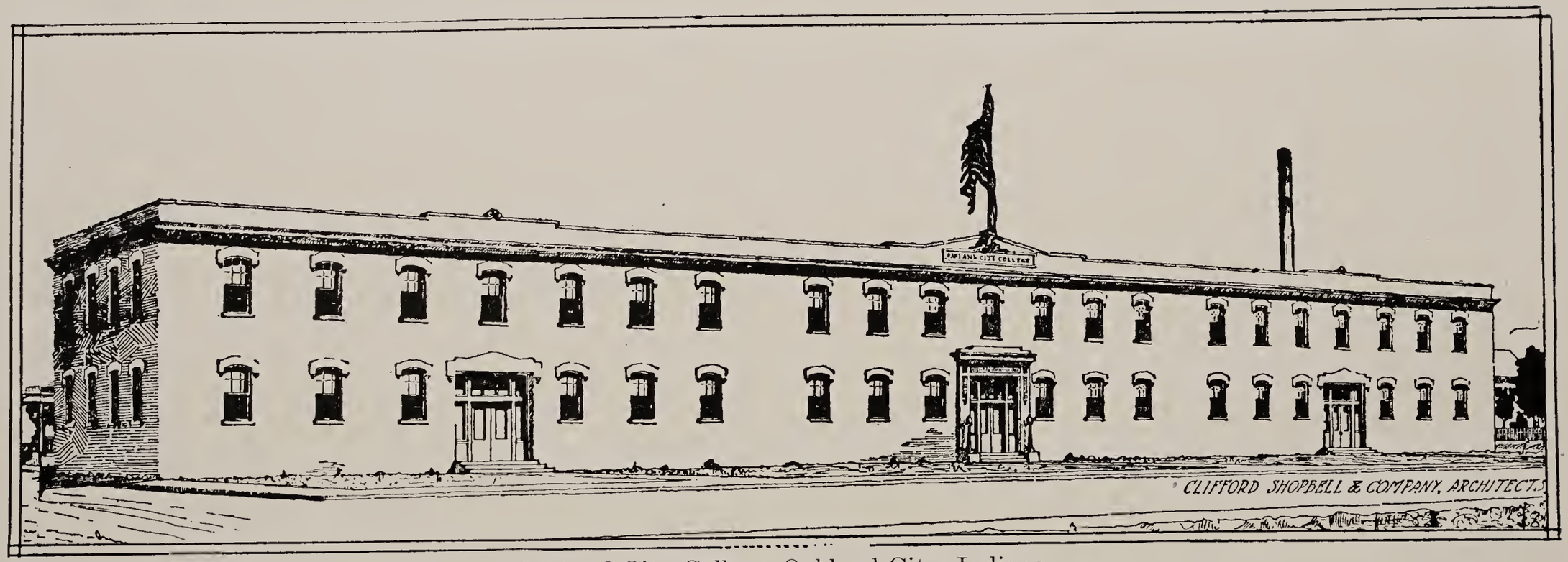
Since 1907 there have been graduated 108 men and 87 women. While many of the men prefer the work in the gymnastic associations, most of them and all of the women have gone into the public schools of the country to conduct and supervise the exercise, play and recreation of the future generation.

"The promotion of gymnastic teaching in the public schools has ever been one of the cherished aims of the Turnerbund," said Dr. Edward M. Hartwell in his report for 1897-98 to the United States Commissioner of Education. He also said: "Neither the colleges nor the athletic organizations of the country have earned the right to speak with authority on the question of what constitutes a well-ordered and practical system of physical training for elementary and secondary schools. Therefore, the more or less successful introduction of school gymnastics, since 1884, by the cities of Chicago, Kansas City, Cleveland, Denver, Indianapolis, St. Louis, Milwaukee, Cincinnati, St. Paul, San Francisco and Boston, through the action of their respective school boards, has been chiefly due to the zeal and insistence of the advocates of the German and Swedish system of gymnastics, who were prepared to speak with knowledge and to act with intelligence. In every city named above, excepting Boston, German free and light gymnastics have been adopted, and the directors of physical education are graduates of the Seminary or Normal School of the North American Turnerbund."

While Dr. Hartwell also had to state that at the time of his report (1898) no important city in the United States had succeeded in maintaining for fifteen successive years a genuine and adequate system of school gymnastics, there is no city of importance to be found now which does not include physical education in the school curriculum. Gymnasiums are being installed, and the school yards are being equipped as open-air gymnasiums or playgrounds. The play movement has also found ardent advocates in the graduates of the Normal College who were quite capable of organizing and supervising playground work.

A recent questionnaire shows that physical education has been introduced into the schools of 76 cities in which Turnveriene exist. In 52 of these cities there are employed 131 men and 38 women graduated from the Normal College. The population of these 52 cities is about 20,000,000 with a school population of approximately 2,500,000. The North American Gymnastic Union and the graduates of its Normal College may point with pride to the success achieved.

The Normal College is associated with, and controlled by, the North American Gymnastic Union. It is not a money-making institution, as the tuition fees do not cover the expenses. The additional income required is derived from appropriations made by the North American Gymnastic Union and by voluntary subscriptions of public-spirited members. The Normal College is located in the east wing of the German House, 415 East Michigan Street, Indianapolis, Indiana.



Oakland City College, Oakland City, Indiana.

OAKLAND CITY COLLEGE.

W. P. DEARING, President.

Oakland City College, situated at Oakland City, Indiana, thirty miles north of the city of Evansville, is one of the younger members of Indiana's list of colleges, having been in operation now about twenty-five years. Like most of our colleges and universities it was founded by a religious denomination, being the expression of the educational interests of the General Baptists. Yet it was founded on liberal lines and has always been conducted in a broad-gauge liberal spirit as is demonstrated by the fact that six different denominations are now represented on its faculty.

The institution was organized and put into operation by Dr. A. D. Williams, former State Superintendent of Public Instruction of West Virginia, who not only rendered valuable service during this formative period, but at his death left to the college his excellent library and a valuable estate.

At the death of Dr. Williams the trustees placed William Prentice Dearing in charge of the institution. He had just graduated from the institution, being the first alumnus to receive the bachelor's degree and was then twenty years of age. He is a native of southern Indiana and knows its needs. Gripped by the sense of the duty he owes to the large territory in the sound end of the state which has no other college, President Dearing has remained at his post for twenty-one years regardless of difficulties and discouragements.

During its quarter of a century of service Oakland City College has gone on in a quiet way without display or notoriety for it did not have the financial means necessary to extensive advertising campaigns. Yet it has enjoyed a constant healthy growth in its enrollment, registering more than 400 students this year.

It has gradually added to its departments of instruction until it now includes the following: Preparatory school, approved by the state as the equivalent of a commissioned high school; normal department, accredited by the state for the training of teachers; college department, offering regular four year courses and conferring the bachelor's degree; music department, offering standard courses in voice, piano and string instruments; Bible department; industrial school, offering various courses in agriculture, domestic science, manual training, poultry, orcharding, etc.

The regular faculty now consists of fourteen members. Additions are made to this during the summer quarter.

Oakland City College has rendered a splendid service to southern Indiana through its Normal Department. More than 200 public school teachers receive their training here each year; in fact the summer school this year has registered more than 300 students.

Just recently the institution has undertaken to render a special service to its territory in the way of industrial education. In this effort a friend has been found in the person of Mr. Jacob Cronbach of Mt. Vernon, Indiana, who has just provided the college with a large building, 40 by 300 feet, two stories high, and is now equipping it for the main lines of industrial education. This department will be known as The Cronbach Industrial School of Oakland City College. It is situated on a tract of ground containing four and a half acres just two blocks from the regular college grounds.

In choosing Oakland City College for his splendid benefactions Mr. Cronbach was moved by some of the following considerations. Oakland City College is the only institution of higher education in a group of about fifteen counties in the extreme south end of the state. Most of this territory is in the hill country and has its own peculiar industrial and social problems and can be best served by a local institution in vital touch with these problems. Of the twenty trustees of the college, sixteen live in this territory, fifteen are extensive land owners themselves, and nine are successful farmers actually living on their own farms. These facts insure the genuine support and hearty cooperation of the management.

The college itself owns about 400 acres of land in three tracts within a radius of six miles of the institution. The College Orchards are under semi-college control. These contain 40 acres of bearing trees and 30 acres of young trees.

Taking all these things into consideration Mr. Cronbach felt that Oakland City College could do a good piece of work for southern Indiana in industrial education.

The departments of agriculture, domestic science and manual training have already been located in the new building and the model dairy barn and silo and the buildings for the poultry department are now in process of construction.

A special campaign is now on for strengthening the finances of Oakland City College. A movement to secure $200,000 of permanent endowment funds has been inaugurated. About half the amount is now subscribed and prospects are good for completing

the desired amount by January 1, 1918. In addition to this, wills and bequests have been written during the past year which will add at least $150,000 more to the finances of the institution.

The general policy of Oakland City College is not to undertake to do everything, nor to duplicate Purdue University in its industrial school, but to confine itself to the specific problems of its own territory and make itself a practical, helpful force in solving these problems and promoting the development and highest interests of the people of its territory. It would be a genuine servant of those who are at its doors and whose needs it knows at first hand.

South Bend Training School, South Bend, Indiana.

THE SOUTH BEND TRAINING SCHOOL.

Mrs. Alma O. Ware, Principal.

This school was organized in September, 1909, and occupied rooms on the third floor of the Y. W. C. A. Building, but in no way connected with that institution. After four years of growth the Training School was moved to the commodious rooms which it now occupies in the Melville Building in South Lafayette Street.

In 1908, in response to an invitation from the South Bend Kindergarten teachers Mrs. A. O. Ware of Chicago conducted a summer Normal course, which as stated by Superintendent Calvin Moon, stimulated a desire for deeper insight into child study and for newer methods of practice in the school room. Mr. Moon in his report added: "there has been such an increased enthusiasm as a result of the summer course that I should like to see the work continued." "Supt. Moon's support with the enthusiastic co-operation of the Kindergarten made it possible for Mrs. Ware to organize the Training School. It met an immediate need as there were many employed in the Kindergartens who had partial preparation for the work and some with no training. This condition gave the Training School a good student registration, as the Kindergartens were open only mornings, permitting the teachers to attend the Training School afternoons.

Two classes were formed: a senior class composed of those with previous training in some recognized school; a junior class for those with no previous training. The work was greatly strengthened by the co-operation of the Principal of the South Bend High School, Mr. Isaac Neff, who conducted the psychology classes. At the close of the school year Mr. Neff left the city and Mr. J. F. Nuner, Superintendent of the Mishawaka Schools took charge of the psychology, he is still holding the same relationship but teaching "Educational Psychology" with the advanced classes.

As the school proved its ideals, and its methods won respect teachers of experience, with State School Diplomas and University Degrees, joined the faculty, remaining with the school and rendering valuable service by helping to build up a high standard of scholarship while at the same time greatly strengthening the work of the Principal. Mrs. Ware came to South Bend with recommendations from the Public School Boards of New York City, of Pittsburgh and Chicago.

In reporting the first Commencement Exercises the South Bend

paper said: "Diplomas were presented by Mrs. Alma Oliver Ware, President. Mrs. Ware's thorough fitness for the work in hand, her entire devotion to her students, her noble womanhood and charming personality have won a place here for her. The unqualified success of the school during the initial year is a matter for hearty congratulation among the citizens of South Bend, who feel that here is a suitable field for such an organization."

Thus the school was launched—but soon the students began to ask for State recognition for the work done in the local school. In the spring of 1910 formal application was made through Mr. Robert J. Aley, State Superintendent of Public Instruction, asking accreditment for the training of Kindergarten teachers, this was granted in February, 1911.

During the correspondence with Mr. Aley, Mrs. Ware expressed her desire to have the South Bend Training School stand, not exclusively, for Kindergarten training, but for *"childhood education"* believing that in a school system the kindergarten and primary grades should be one department and that grade teachers should have more of the child-study as given to the Kindergarten teachers and Kindergartners taught to understand grade work. Mr. Aley replied as follows: "I certainly agree that there is a very close relation between the Kindergarten and the primary school. The gap that exists in many systems between these two departments *should be closed. Such training as you propose* will certainly be a step in that direction."

A petition was accordingly forwarded to the State Board through Superintendent Charles Greathouse, who had succeeded Mr. Aley, asking accreditment for primary training. When the work in this department had been duly and regularly inspected by the selected committee from the State Board the petition was granted in March, 1916. This was the occasion for great satisfaction to the Training School and also to the local school board who had generously co-operated with the Training School by allowing the students to observe and cadet in the Kindergartens and primary grades of the city schools. This courtesy has also been extended by Superintendent Nuner of Mishawaka.

The Primary training as organized by Mrs. Ware, has been ably conducted by Mr. Herbert Imel and his assistants; Mr. Imel is a Normal School graduate and also has a degree from the Indiana State University.

Three notably distinct methods have been employed in the earnest effort at closer relationship between the Kindergarten

and the grades or in making these two seemingly separate departments—one.

First: *Standardizing* the Kindergarten in accordance with the purpose AND IDEALS OF THE PUBLIC SCHOOL SYSTEM, REQUIRING the Kindergartners to inform themselves as to these ideals and purposes and then determine how far the Kindergarten through its play methods of procedure can project this purpose.

Second: By the use of *promotion cards* from the Kindergarten to the first grade. The card shows a record of the child's age, date of entrance, punctuality, attendance, health, temperament (whether motor or sensory), deportment, working motive (if easily stimulated), ability to concentrate, use of number, language, singing, handwork and *gain* during his stay in the kindergarten. Filling in the card will require increased intelligence and definiteness, will demand more scientific observation of each child and must result in a higher standard of teaching efficiency.

Third: Requiring students who are preparing to be Kindergarten teachers to study primary methods, observing one morning each week in the grades; those who are preparing for grade work must enter the child-study discussion class and visit one morning each week in the Kindergarten followed by discussion.

The Training School has a faculty of fifteen teachers each chosen because of especial fitness for the normal training. The school offers a two years' course for those desiring positions as teachers or assistant teachers, also a third year or post-graduate course for those wishing to become training teachers or supervisors.

The curriculum covers the following subjects: Psychology, History of Education, School Management, Music, Drawing, Industrial Art, Method Work in All School Subjects, Domestic Science and Home Making, Nature Science, and Physical Education. All work is supplemented by observation and practice teaching.

Before leaving the school each student is required to arrange a schedule for a years' work which could be used with children in practical work in the schools.

In the recent report of Dr. P. P. Claxton, U. S. Com. of Education, he mentioned the new training schools and said "three are worthy of note", the South Bend Training School was one of the three.

The aim of the school as printed in the catalogue is to send out young women with strong well-developed *bodies*; with *minds* trained to see relationship and pursue logical reasoning; with *hearts* ready to respond to the call of all childhood.

The School believes with Froebel that: "Training and instruction should rest on the foundation from which proceed all genuine knowledge and genuine attainment—*on life itself* and *on creative effort.*"

The Teachers College of Indianapolis.

THE TEACHERS COLLEGE OF INDIANAPOLIS.

MRS. ELIZA A. BLAKER, President.

The Teachers College of Indianapolis occupies a unique position among educational institutions of Indiana, in that it is neither supported by the state, nor maintained by any religious body.

This school was founded by Eliza A. Blaker in 1882 as a school for the training of Kindergartners and Primary teachers. That feature still continues as one of the main courses. The Teachers College of Indianapolis, however, now includes in its curriculum thorough training for teaching in any and all school grades. It was the pioneer Normal School in this state in the teaching of Domestic Science and also in manual arts. What is now known as pre-vocational work has long been practically taught here. Cooking, sewing, dressmaking, millinery, whatever belongs to efficiency in the home, is included in the class work of this institution.

That the training in the College is efficient is evidenced by the fact that, in 1907, when the Indiana law made some professional training a prerequisite for teaching in any public school of this state, the Teachers College of Indianapolis was placed on the list of Normal Schools accredited by the State Board of Education in Classes A, B and C.

During the thirty-four years of its existence, more than 10,000 young women have been enrolled in the classes at the Teachers College of Indianapolis.

Diplomas have been granted to about 3,000 of these students. These diplomas represent four different courses of training. The Kindergarten diploma is given after two years of training and practice. At the end of three years' training, a Supervisor's diploma testifies that the recipient is competent for the supervision of Kindergartens. Three years are also required to complete the course leading to the Graded School diploma. An additional fourth year leads to the degree of Bachelor of Pedagogy.

The graduates of Teachers College of Indianapolis are prepared for all-round work in the education field. So wide and comprehensive is the scope of the training which they receive, that they have been found qualified, not alone for school room teaching, but for playground work; for specialized institutional teaching, as in schools for the blind or deaf; for social and district visiting in the homes and in other phases of settlement work.

Child nature, abnormal as well as normal, is here thoroughly and thoughtfully studied. For this reason, some of the gradu-

ates of this College have made successful records as teachers of defective children in public schools and in institutions for the feeble-minded.

Naturally, the majority of students attending Teachers College are residents of Indiana. Seventy-five of the ninety-two counties of this state have been represented in its classes. The Indiana statute of 1907, requiring every teacher in any public school or Kindergarten of the state to have received not less than twelve weeks of professional training, has resulted in the enrollment of many teachers of more or less experience in the spring and summer terms of the Teachers College. These students enroll for six or twelve weeks, or for longer periods. Many return in successive years for special work in their long vacations. As this is an all-year-round school, its doors never being closed, it accomodates itself to the needs of those who wish to avail themselves of the opportunities it offers.

Its students have come from thirty different states of the Union, and from England, Canada, Honolulu, Panama, Porto Rico and far-off India. There is a large contingent of its graduates employed in the State of California. This College is fully accredited in that state, the State Board of Education having included the Teachers College of Indianapolis among its list of Normal Schools, graduates of which may teach in California without examination.

Throughout its career, it has been the policy of this College to adapt its curricula and its methods to the advancing ideas in education. Passing fads have been avoided, but whatever has proved consistent with true psychological and pedagogical principles has been incorporated into its practice.

The College now occupies two large buildings at Alabama and Twenty-third Streets. One of these, named for a lover of children, the William N. Jackson Memorial, was erected in 1903. The other, the Armenia B. Tuttle Memorial, named in honor of the mother of Mrs. Charles F. Sayles, President of the Board of Trustees, was built in 1915. Although there are many class rooms, a commodious Assembly Hall, a well equipped gymnasium, art rooms, laboratories, Domestic Science rooms, etc., the accomodations have been found insufficient for the needs of the large number of students enrolled for the special summer classes. However, plans are being made for the early erection of an additional building.

In the near future, the Board of Trustees hope to secure an endowment adequate to the growing needs of the College, that it may occupy a still larger field.

Union Christian College, Merom, Indiana.

UNION CHRISTIAN COLLEGE.

C. B. HERSHEY, President.

On November 4, 1858, a convention of delegates from various conferences of the Christian Church met in the Christian Chapel near Peru, Indiana, "to consider the interests of the Christian Church in the west and the propriety of erecting an institution of learning in the State of Indiana." The convention decided to "recommend the establishment of an institution of learning in the State of Indiana, to be under the control of the Christian Conferences in the State and vicinity." A committee was appointed to decide upon a location and to take all necessary steps to carry out the recommendation of the convention. The Committee decided upon Merom, Sullivan County, Indiana, as the location, and proceeded to erect a suitable building for college purposes. The school was opened for students September 9, 1860.

The purpose of the college is to extend to young men and women, on equal terms, the benefits of a liberal education. Its curricula are arranged so as to provide preparation for advanced professional training and service, and to furnish that broad culture which should be the possession of every intelligent man and woman. The methods of instruction are those that educational experience has approved.

The above statement presents very briefly the initial steps in the founding of Union Christian College, together with a statement of the purpose of the institution.

Rev. Nicholas Summerbell, D. D., was chosen as the first president. He served during a period of eight years, a part of which time he was granted a leave of absence to serve in the army as chaplain. Dr. Summerbell was an author and a lecturer of some note. His writings were largely in the field of Church history. His son, Joseph J. Summerbell was the first graduate of the institution, receiving the degree B. A. in 1864.

Dr. Summerbell was succeeded by Rev. Thomas Holmes, D. D. Dr. Holmes gave his time largely to theological and philosophical questions. He was a man of scholarly attainments and was a strict disciplinarian. Men and women who were students under Dr. Holmes frequently speak of his administration, as the days of rigid but wholesome discipline.

Rev. Thomas Corwin Smith, D. D., Denver, Colorado, and Elisha Mudge of California served as presidents in the late '70's

and '80's. These men are both living and Dr. Smith gave the address at the college on Commencement day in June, 1916. Dr. Smith graduated from the college in 1866.

In 1887, Rev. L. J. Aldrich, D. D., was elected president. He served in that capacity for eighteen years. His administration was prosperous, and during the years of his presidency his rugged honesty and sane optimism entered largely into the lives of many young men and women. In addition to his splendid work in the class room and as an executive, he was a friend and companion to the many students who studied under him.

During the later years the following men have served as presidents of the college: Dr. C. J. Jones, 1905-1907, G. R. Hammond, Ph. D., acting president 1907-1908; Dr. O. B. Whitaker, 1908-1911, D. A. Long, M. A., LL. D., 1911-1915. The present incumbent, C. B. Hershey, D. D., began his work in 1915.

The presidents of the institution have been named in this sketch for the reason that the character of the college has been determined largely by the man at the head of affairs. The college has always sought to provide a moral and religious atmosphere that would be conducive to wholesome living, and to the formation of right ideals for life. In addition to a strict regard for the character of the class room work, the personal habits and life of the individual student have always been jealously guarded.

The college has always sought to be sound educationally. It held a large place in the educational life of Indiana during the latter part of the nineteenth century. There has always been the handicap imposed by limited means, but during these later years there have been several liberal gifts to the college, and its work, as a result of a larger endowment, is accordingly strengthened. The college of to-day seeks to keep pace with the developing educational requirements.

The contribution of the college to public life has not been, except in a few instances, of a conspicuous character. W. C. Pearce, '87, is second only to Marion Lawrence in the work of the International Sunday School Association. Two of its graduates are now members of Congress; three of its graduates and one former student are now presidents of colleges; a host of men and women who have gone out from the work and influence of the college are now leaders in their local communities, making their full contribution to civic righteousness and community betterment.

At present the college maintains the following departments: Preparatory; College, leading to B. A. and B. S. degrees; English

Bible; Music; Normal; Commercial and Expression. The college holds for its Preparatory Department a certificate of equivalency which gives to the graduates all the rights and privileges of the graduates of commissioned high schools in Indiana.

The college requires fifteen units for admission, and one hundred and twenty-eight (128) semester hours for graduation.

The work in the college is not so diversified as that of the universities and large colleges but is of the same general character and covers the same general field.

The Normal Department is accredited by the State Department of Public Instruction for the training of teachers. At present the college provides for Class A work only, but plans to do more extensive work in this department.

The College seeks to serve the church of which it is a part, in a direct manner, by maintaining a three years' course in the English Bible and allied subjects. This department does not provide for a comprehensive theological training, but rather for an introduction to the work of the church and religious subjects.

The Departments of Music, Business and Expression are of the general character of the courses usually found in the small college maintaining such departments. The courses are clearly defined and certificates of graduation are issued to those who complete, in a satisfactory manner, the work outlined.

Union Christian College occupies a rather secluded location on the Wabash river in Sullivan county. The town of Merom and college grounds are on bluffs about one hundred and fifty feet above the river. The location provides for a very desirable academic seclusion.

Vincennes University, Vincennes, Indiana.

VINCENNES UNIVERSITY.

WILLIAM HALNON, President.

It was only four years after Indiana, with thrice its present area and with just four thousand, eight hundred and seventy-five civilized inhabitants, had become a territory that the imagination of the national assembly bodied forth the form of "a seminary of learning in the Vincennes land district". Two years later the Indiana Territorial Legislature gave the school a local habitation and a name, by incorporating "the board of trustees of Vincennes University". Thus was established the first institution of higher learning west of the Alleghenies, thus was lighted a torch which shed, and has continued to shed, its kindly radiance over a wide and grateful area—a torch at which have been kindled thousands of flames now illuminating the far corners of the earth.

By an act of Congress March 26, 1804, it was provided that a township of land, 23,040 acres in the Vincennes land district, be located by the Secretary of the Treasury for the use of a seminary. The Territorial Legislature of Indiana by an act passed November 29, 1806, supplemented by an act passed September 17, 1807, established and incorporated Vincennes University, and designated it as the recipient of the township of land donated by Congress, and appointed a Board of Trustees and created said Trustees and their successors a body corporate and politic by the name and style of "The Board of Trustees for the Vincennes University", with power to select a president and members of the faculty, establish a course of study, to grant degrees and exercise all other powers, rights and immunities usually bestowed on institutions of learning.

The Secretary of the Treasury, October 6, 1806, pursuant to an act of Congress, located and set apart to the University township 2 south, range 11 west. This land is in Gibson county and is partly included in the present city of Princeton.

By an act of the Territorial Legislature in 1806, the following Board of Trustees was chosen: William Henry Harrison, John Gibson, John T. Davis, Henry Vanderburg, Walter Taylor, Benjamin Parke, Peter Jones, James Johnson, John Badolette, John Rice Jones, George Wallace, William R. Builit, Elias McNamee, Henry Hurst, Gen. W. Johnson, Francis Vigo, Jacob Kuykendall, Samuel McKee, Nathaniel Ewing, George Leach, Like Decker, Samuel Gwathney and John Johnson. On December 6, 1806, the first meeting of the trustees was held; General William Henry

Harrison was elected president and General W. Johnson, secretary.

Under the grant the trustees were authorized to sell not exceeding 4,000 acres of land, and rent the remainder for the uses of the University. A campus of about twelve acres was purchased by the trustees, in what is now the center of the city and a large building was erected thereon, a faculty was elected, and the institution opened in 1810, with Dr. Samuel T. Scott as first president, and continued until suspended by the action of the Legislature of Indiana. About the time the University suspended operations, the State sold the remaining land in Gibson county and applied the proceeds to educational purposes.

This was the cause of an immense amount of litigation, the friends of the Vincennes institution claiming that the lands had been given to that University. As a result of this litigation the authorities of the University have received compensaton from the State of Indiana in settlement of their claims.

To-day Vincennes University enrolls some four hundred students in her college, normal and preparatory departments and her affiliated school of music and dramatic expression. Her college work is given hour for hour credit in the larger institutions of the State. It has been the purpose of the authorities of the University during the past two years to so change and rearrange the courses of study in this department as to make the school a strong junior college. The emphasis to-day is being placed upon the work in the college as preparatory to entrance into the junior classes of larger institutions. However it still maintains the four year course leading to the degree of Bachelor of Arts or Bachelor of Science.

Her Normal course is accredited for teachers of Classes A and B. While limiting the work, this truth enables it, in a large measure, to concentrate its efforts upon the problems which confront a teacher in the graded or rural school and to place before its students the most approved methods of teaching the various subjects of such schools. In addition, the individual supervision of the daily work by the various members of the Faculty results in increased interest in study and a deeper appreciation of a teacher's responsibility. Furthermore its students are permitted to do practice teaching in the city schools under the supervision of Critic Teachers. It is the purpose of the authorities of the University to add to the work in the Normal department a course of instruction for teachers of exceptional students. This course will be unique in the education work of this State.

The preparatory school is a commissioned high school under the laws of Indiana. In this department special emphasis is placed on vocational training—practical courses being offered in Agriculture and Home Economics.

In her affiliated school of music and dramatic expression the University touches the lives of the people in a vast territory surrounding the city of Vincennes. Her department of music comprises courses in voice, piano and violin. In each course the University holds forth separate and distinct purposes of study but in the main the object of each course can be summed up in the following—the main purpose is to create a respect for and love of music—to develop a discriminating taste for the best musical literature and to develop sound musicians. An endeavor is made to give a technical foundation which will prove adequate for expressing whatever musical ideas the advancement of the individual student may require and to add to this careful attention to artistic interpretation and the cultivation of a refined and intelligent style.

By a thorough revision of its course of study the University has greatly strengthened its department of Dramatic Expression. It purposes to add to its special courses of study, an extension department. This department will endeavor to supply readers for entertainment work, coaches for dramatic productions and special instructors for dramatic and cultural clubs. A special feature of the work will be a course offered for defects of speech.

If, in the last analysis, education be training for citizenship, its seems altogether possible that such a school as Vincennes University is eminently fitted educationally to promote this aim in that it is possible for its faculty to enter into closer and more intimate relationships with the student as an individual.

Winona College, Winona Lake, Ind. 54905-r
WINONA COLLEGE

WINONA COLLEGE.

JONATHAN RIGDON, President.

Winona College was founded in 1908 as Winona Normal School. The name was changed to Winona College in 1909. Opened in the fall of 1908 with thirty-five students and in the fall of 1915 with an enrollment of one hundred and twenty-five.

Departments, first, *Liberal Arts*, giving a full four year course leading to a diploma and the degree of Bachelor of Arts. For entrance to this college course, graduation from a commissioned high school is required.

Second Department, *Education*, preparing students for Class A, Class B and Class C certificates, and to teach in rural schools, in town and city grades, and in high schools.

Third Department, *Home Economics*, a two year course leading to a diploma but not to a degree.

Fourth Department, *Music*, voice, violin, and piano, and special supervisors' courses in public school music.

Fifth Department, *Business*, including bookkeeping, penmanship, business law, business arithmetic, rapid calculation, shorthand, typewriting, spelling, salesmanship and office practice. This department prepares young people for responsible office positions and to teach the commercial branches in town and city schools.

Sixth Department, *Art and Expression*, including supervisors' courses in public school drawing and art, special art work, and a two year course in public speaking.

In addition to this Winona College maintains a full four year commissioned high school course accredited by the State. Jonathan Rigdon, Ph. D., Boston University, has been president of the college since its beginning and is president at the present time.

The First Log Schoolhouse, Adams County.

District No. 6, Washington Township, Adams County. Modern District School.

CHAPTER IV.

BRIEF HISTORY OF THE PUBLIC SCHOOL SYSTEM BY COUNTIES

ADAMS COUNTY SCHOOLS AND EDUCATION

By E. S. Christen, County Superintendent

When Adams County was first settled there were, of course, many inconveniences and disadvantages. The land was covered with forests. Roads and bridges were unknown. The markets were distant.

In spite of all the disadvantages education gained its foothold. The settlers were ambitious and were eager to learn. They would go a great distance to attend a singin' or spellin' school.

Snow's History says, "In 1840 Adams County was four years old. Then schoolhouses could be built only with the consent of a majority of the legal voters of that particular school district. When a vote was taken and it was decided to build a schoolhouse the voters assembled and divided themselves into choppers, haulers, hewers, etc. If for any reason a resident wished to pay the money instead of work—which was estimated at thirty-seven and a half cents a day—an assessment of seventy-five cents was usually the full requirement of the law." Section 6 of the school law provided that: "The said trustees shall always be bound to receive a cash price in lieu of any such labor or money, as aforesaid, any plank, nails, glass or other material which may be needed about said building." The next section provided that: "In all cases such schoolhouse shall be eight feet between the floors and at least one foot from the surface of the ground to the floor and furnished in a manner calculated to render comfortable the teacher and puplis." The teacher and pupils were "rendered comfortable" also by a huge fireplace, usually built of clay mortar mixed in chaff or of "niggerhead" stones. The seats were of two kinds, the high and the low. They were simply the one-half part of logs a foot or more thick split into two parts and hewed on the upper side, with iron-wood poles put in for bench legs. There were no backs to these seats. Those who wrote on paper would sit on the high benches next to the wall. These faced puncheons

resting on stout pins driven into the wall. There was but little system of gradation in seating the pupils. The boys were all on the one side of the room and the girls on the other. When recitation time came they were all called out upon the floor and required to "toe the line" as indicated by the puncheons touching each other in the floor. In winter time the seats near the fire were exchanged as soon as one side of the pupil was "baked" or unendurably hot. The idea that a scholar could learn his lesson without whispering it nearly aloud to himself had, at that time, not gotten this far west. Scholars were permitted to use such school books as they might happen to have, with the exception of the New Testament as a reading book and one of the approved spelling books. Webster's and McGuffy's were among the earliest used. As soon as the schoolhouse was ready for use the trustees called a school meeting to determine what amount of cash and what amount of produce were agreed upon as the teacher's pay. Not infrequently the teacher would change his boarding place once a week, and as it was called, "board around among the scholars."

Before there were any school-houses, residences or cabins were used in some places for school buildings. School was held in Monmouth by Sarah McKisic at a very early date. The cabin in which school was held had only the ground for a floor. On this account only summer and fall terms were held. Among the residences first used for school buildings were George Ames' residence in Root township and Stephen Armstrong's cabin in in Wabash township.

These two townships, Root and Wabash, also claim the honor of having built the first two school houses in the county. The first school-house was built in Root township in 1839 and was known as the Gorsline school. It was located on what is now known as the Bingen road in the northwest part of the township. It was built of hewn logs and had a puncheon floor. It also had a huge clay chimney and fireplace. The clapboard door swung on wooden hinges. The windows were made of greased paper. The ventilation was unquestionably good. Plenty of fresh air was introduced through the cracks in the walls. The inner walls were provided with wooden pegs. Hats and dinner pails were hung here. The seats had no backs and were merely rough-hewn benches. The second log school house in the county, known as the McHugh school-house was built a little later on section 20 in Wabash township. The third log school house was

built about the same time in Decatur. The fourth and perhaps the last, was built in Kirkland township. At present this same building is used for a dwelling in Peterson. All these school houses resembled the one in Root township in style and appearance. Such was the type of all the first school-houses.

No provision was made for the German element in the county until 1869. At this time an act was passed permitting German to be taught in any public school where such a desire was expressed in a petition to the township trustees by the parents or representatives of twenty-five or more children.

Up to 1852 there were but seven school-houses in the county. In 1860 Root township itself had eight frame school houses. By the end of 1873 the last log school house was replaced by a brick one. The old rickety, rough, backless benches had given place to the modern folding seat. The first brick school house was built by Trustee John Christen of Root township in 1871. This school was known as the Dent school. It was located in the southeastern corner of the township. The original building was replaced by a modern brick school house in 1892 by Trustee Isaac Brown.

In 1887 there were thirty brick school houses in the county. At present there are ninety-five school houses in all; consisting of eighty-six brick, eight frame and one concrete. The estimated value of all school houses, including grounds, at present, is $420,400.

James Smith is said to have been one of the first legally appointed teachers in the county, having taught the first school in the aforenamed Dent school.

There are now one hundred forty-nine teachers in Adams County. The total amount paid all teachers, superintendents, supervisors and principals in the school year of 1914-15 was $73,504.12.

The first examinations for common school diplomas were held in 1883. As a result of these first examinations only twenty-one were successful. In 1916 there were two hundred and forty-six graduates in all, two hundred and five of whom successfully passed the county examination. The other forty-one were from the Decatur city schools and were not required to pass the examinations. Commencements for the eighth grade graduates have been held since 1885. The aggregate number of graduates from the elementary schools including those of this centennial year is sixteen hundred and fifty-one. In this same year there were

sixty-six graduates completing the four year high school courses.

There have been graded (or consolidated) schools since 1854. The first was established in Decatur. This first school has advanced and developed into the High School. The Geneva schools were graded about 1873. Other early graded schools were: Linn Grove (Hartford township) at Buena Vista, 1877, Monmouth (Root township) 1878; Pleasant Mills (St. Mary's Township) 1879; and Ceylon (Wabash township) 1884. At present there are fourteen graded schools in the county, including the seven high schools. There are also four new high school buildings contemplated and being planned for construction in as many townships.

The total enumeration for 1914-15 was sixty-nine hundred and ninty-one. The total enrollment for the same year was forty-nine hundred and ninety-one. The total average daily attendance was forty-two hundred and eighteen and one-tenth.

There are several parochial schools in the county conducted by the German Lutherans and Catholics. The St. Joseph Catholic schools in Decatur are the largest of the parochial schools.

The first trace of any teacher's organization in the county was the Shakespearean Club formed by the teachers of Root township in 1882.

The first township institute in the county was held in District No. 5, Monroe township in 1873. In the school year 1914-15 there were eighty-one township institutes held. The amount paid the teachers for attending institutes that year was $2,037.20.

Adams County is the home of one State Superintendent, Samuel L. Rugg. He was elected to the office of State Superintendent of Public Instruction in 1858.

HISTORY OF THE SCHOOLS OF ALLEN COUNTY

By D. O. McCOMB, County Superintendent.

From the earliest history of this wonderful County of Allen, our people have been alive to the importance of education and have placed in the hands of their youths the facilities for obtaining it.

The first school, of which any account appears, was a mission school, taught by Mr. McCoy, in the old fort, about the year 1821. Mr. McCoy was sent out as a missionary to teach the Indians, but he also made it his duty to instruct such white children as chose to apply to him. The village at that time consisted

of but eight or ten families, hence the school must have been small. A Mr. and Mrs. Potts afterward taught in a house situated on the banks of the St. Mary's River, just below the present site of the French, Hanna & Company's Woolen factory.

There was no schoolhouse at this time. Seeing the need of education, some kind man gave up a room in his house where the children of the village received their learning. Often this man hired and paid the teacher out of his own pocket.

The first schoolhouse ever erected in Fort Wayne stood on a lot adjoining the old graveyard, in the rear of the site of the present jail. The house was built in 1825, and was known as the County Seminary. Here for many years, the young were taught to make them wise, and were "thrashed," perhaps to make them sweet-tempered. Mr. John P. Hedges taught in this building as early as 1826 and was, perhaps, the first teacher ever employed to take charge of the school. Still another school, existing in Fort Wayne at this time, was taught by Mr. Henry Cooper, in the upper story of a log jail, which stood in a plot of ground now covered by the southwest corner of the Court House of the present day. Light and air were admitted through the iron grates of the two small openings called windows. The floor and walls were of hewn logs, and the seats were of the rudest description.

Considering the small size of Fort Wayne at that time there was quite a large number of schools. There was a school in the old Masonic Hall. In 1833 or 1834, Mr. Boggs taught a small school in a building that stood on Columbia street. In the spring of 1836, Miss Mann and Miss Hubbell, who afterwards became Mrs. McCulloch and Mrs. R. W. Taylor, respectively, came to Fort Wayne to teach school. There was no schoolhouse in which to commence operations, so they opened a school in a room in the old Court House. Another school was opened in the basement of the Presbyterian Church, the first church edifice erected in the city. There were many other private schools conducted in various homes.

Even as early as 1836 it was necessary that the teacher hold a certificate of qualification from the Board of Examiners. It is related, that about this time, a certain person wished to teach in the Seminary. The Board, believing that the candidate was not quite as correct in his habits as he ought to be, determined to submit him to a very severe examination, and thus subject him to a failure. They accordingly brought into requisition all the old spellers, arithmetics, etc., that could be found, and proceeded

McJunkin School, Fort Wayne. Built in 1835 or 1836.

New Harmar School, Fort Wayne.

to polish their wits on the grindstone of letters in preparing for the onset. The fight commenced and in about forty minutes the schoolmaster had "floored" the committee, books, and all, and the license was issued.

In the accompanying picture is shown an old schoolhouse built in 1835 or 1836 by Mr. McJunkin, for many years a prominent teacher of the city. This building, now used as a dwelling house, still stands on the east side of LaFayette street, between Berry and Wayne streets.

The Public Schools.—Hugh McCulloch, Chas. Case, and Wm. Stewart, the first Trustees appointed under the law of 1852, found themselves in a city of over four thousand people, with 1,200 school children, a tuition fund of $300.00, no building nor school appliances and not a dollar to buy them. Renting Mr. McJunkin's house on LaFayette St. in the east, and one in the west end of town, they employed four teachers. This was the beginning of the public school system of Fort Wayne.

In 1857, the Clay building was completed and in 1858 the Jefferson school was ready for occupation.

There was no special fund by taxation at this time. These buildings were erected by the aid of the citizens, who voluntarily mortgaged their private property. For eight years, these were the only public school buildings in the city. In the course of time since then each of these schools has been replaced a number of times by larger and more modern structures. In a very short time other schools such as the Washington, Hanna, Hoagland, Bloomingdale and Harmar sprang up in different sections of the city. Each of these buildings was remodeled, enlarged, abandoned and replaced by more convenient buildings, until at the present time we stand in wonder and pride and behold the growth and development of schools from Mr. McJunkin's modest little school of eighty years ago to the magnificient structure, the new Harmar school, shown in the picture.

But it was not only in the city that attention was paid to education. Traveling through the county of Allen outside of the city one comes to a schoolhouse every other mile. They dot the country roads, east and west and north and south, about two miles apart. It is safe to say, however, that within a very short time, there will be no trace of the one-room brick schoolhouse. Our posterity will behold a picture of one of these schoolhouses with as much wonder as the children of today look at the picture of the old log school. For the old one-room district school will

Petit School, Washington Township, Allen County. Built in 1839.

Lincoln Consolidated School, Washington Township, Allen County.

soon be replaced by the modern, graded, fully equipped consolidated school.

In Washington township, the first term of school was taught in the year 1829 in a log cabin on the farm of John S. Archer. As was quite frequent in those early days, the schoolmaster, as the teacher was always called, was a man whose education was by no means complete. He gained the love and confidence of the younger scholars, as the pupils were always called, but when the older scholars were called upon to recite their arithmetic, his deficiency was painfully apparent, and the young men took a mischievous delight in giving him problems which he was unable to solve. This school was sustained by private subscription.

The first free schoolhouse was erected at Scarlet's Corners in the summer of 1853. The Scarlet School has been replaced by the new Lincoln School, the first consolidated school of Allen County. The Lincoln School is an example of the modern sanitary, fully equipped structure, including domestic science, agricultural, and manual training departments.

It may be of interest to the people in the years to come to know that the movement to erect a consolidated school in Washington township met with the most vehement opposition. Supt. Lee Driver of Randolph County gave an illustrated lecture on the consolidated schools of his county. The mob spirit was present at this meeting and it was only with most tactful management that the advocators of the movement went away intact. A remonstrance was circulated through the township and nearly 90% of the citizens signed it. Leonard Stolte, the trustee of the township, overruled the remonstrance. An appeal was taken from his decision to the County Superintendent, who after two days trial in which there were three attorneys on each side, decided that the trustee was justified in incurring the expense of the erection of a consolidated school. The school has since proven to be so great a success that the sentiment of almost the whole community has changed in its favor.

The second school of Washington township was built in 1839. It was called the Petit School from the fact that it stood on land that was originally a corner of the David Petit farm. This school was one of the pioneer type, the old log schoolhouse, written so much about in poetry and prose. This building stood until just a few years ago.

Previous to its removal some of the old scholars and teachers of the school, desiring to preserve tangible remembrance of the

old log school had a photograph of it taken, with a reunion group picture of those present. It is shown in the accompanying picture. All the persons shown in it attended school there.

Pegs or pins were driven in the walls along two sides of the interior. Boards were placed on these pins, a table or desk was thus formed at which the children sat on rudely constructed benches. Here they wrote their lessons and did their sums.

The history of the schools of each of the remaining eighteen townships of the County is very much like that of the two just mentioned. The years 1835, 1836, 1837, mark the building of the first schools of most of the townships. Some townships erected their first schools a little later, a very few a little earlier, Adams township erecting its first school in 1829.

Almost unbelievable is the fact that an election called in Adams township for the purpose of voting the necessary school tax to adopt the public school system met with violent opposition and was defeated. It was necessary for the trustees to thoroughly canvass the township and place the question before the people in its proper light before a victory for free schools was won.

All the earlier schools of the county were conducted under the system of "subscription schools." This system remained in vogue until 1851 when the public school system was generally adopted in every township and by 1853 there was a school for nearly every district in the county.

During the supremacy of the subscription-school system the important question was not, "Is the man able to conduct a good school?" but "Can the town or township raise the necessary funds to maintain the school?" The teachers were wandering pedagogues with the customary fluctuating standard of ability.

Following are a few statistics which will show to what extent the schools have grown and developed since the first school in Allen County in 1821 to the present time.

The total number of pupils enrolled in all the Elementary and High Schools for the year 1914-1915 was 13,410. In addition about 6,000 children were enrolled in private and parochial schools.

There are six commissioned high schools in the county, one in Adams, Cedar Creek, Maumee, Monroe and Springfield townships, and one in Ft. Wayne. Each of these schools has a domestic science and manual training department. The township high schools, also, have an agricultural department. The city High

School offers a business course. A vocational or trade school has also been established in Fort Wayne.

The total current cost of maintaining the elementary schools for the year 1914-15 was $344,398.47; for maintaining the commissioned high schools was $85,836.89. Out of these sums 467 teachers received their salaries, the aggregate amount paid was $430,235.36.

The total number of schoolhouses in Allen County is 181 brick buildings and eight frame buildings. The estimated value of all schoolhouses including grounds is $2,184,000.00. The total assessment of taxables in the county, as reported by the assessor in 1914, was $44,336,420.00.

The advancement has not all been in the erection of more and better schools, however. There is just as much difference between the school-books, the discipline and the methods of teaching of those early days and the school-books, discipline and methods of teaching of today as there is between the old log school and the modern school building.

If the same public spirit continues to prevail in the citizens of Allen County which makes them first to rise to every public enterprise, the public schools of this County will rise to untold possibilities in the next hundred years.

Sand Creek Township School, Bartholomew County.

A BRIEF HISTORY OF THE SCHOOLS OF BARTHOLOMEW COUNTY

By SAMUEL SHARP, County Superintendent.

The early school in Bartholomew County was not unlike those so frequently described and discussed in history. The first school, a log structure, was located near the present site of the Sand Creek School in Sand Creek Township. Isaac Parker taught in that school as early as 1822. This township was early settled by the Quakers and this accounts for the early interest shown in education. Barnabas Hobbs, ex-State Superintendent taught his first school here. He was only eighteen years old at the time and he tells a laughable incident that occured when he was before the school examiner. The only question that was asked was, "What is the product of 25 cents and 25 cents?"

Bartholomew County was organized in 1821 and like a majority of the southern counties was peopled with settlers who were natives of North Carolina, Virginia, Kentucky, and Tennessee. These brought with them the traditions of the South. The prevailing idea in that section of the United States was that public schools, like the county infirmary, were intended for the poor. Later a larger sprinkling of immigrants had come from Ohio, Pennsylvania, and other states east of us, where public schools had been viewed under another light. So in the election of 1848 to determine whether or not we would have free public schools in Indiana, Bartholomew County cast 2,170 votes for and 1,970 votes against the proposed measure. In other words 52.4 per cent of the total vote, 4,140, expressed the desire and willingness to be taxed for the maintenance of schools free and open to all.

The first School Examiners were appointed by the Board of Commissioners in June 1853. They were Rev. A. G. Dunning, Columbus; David Shuck, Hartsville; and Dr. C. P. Adams of Walesboro. Of the 42 licenses issued by these examiners in 1853 only one was issued to a lady teacher. From 1853 to 1873 the qualifications and eligibility of teachers were tested by school examiners. The tests were as a rule oral, the license being issued immediately following the test. Frequently licenses were renewed without another examination. It is said that on one occasion a young man from Shelby County applied for a position in one of the townships and when he went before the school examiner he was asked the question, "What do you know about mathematics?" and he replied, "I don't know Mattie, but I know her brother Dave quite well."

As time passed the tests became more difficult and more written work was required. The records of former school examiners contain the names of many prominent men and women who received licenses to teach. Many of these men and women are still living, but are now pursuing other lines of work. These records also show that William Haw was County School Examiner from 1865 to 1867; Amos Burns, 1867 to 1871; John M. Wallace, 1871 to 1873. In 1873 the office of County Superintendent was created and Mr. John M. Wallace was chosen by the County Board of Education to be the first County Superintendent. He was re-appointed several times and held the office until 1883. W. T. Hacker held the office from 1883 to 1885; Amos Burns, 1885 to 1887; James Wells, 1887 to 1889; Frank D. Harger, 1889 to 1891; W. T. Griffin, 1891 to 1893; Jacob Wade, 1893 to 1897; James H. Clark, 1897 to 1903; Charles N. Bruce, 1903 to 1907; Charles T. Talkington, 1907 to October 1914. The present County Superintendent succeeded Mr. Talkington on October 9, 1914. Mr. Talkington had resigned to accept the position of Superintendent of the State Farm near Putnamville, Indiana.

Fifty years ago there were 23 brick and 73 frame schoolhouses in the county. The last log school house had just been abandoned. There were 125 teachers, nine of whom taught in Columbus and four in Hope. There were five high school teachers in the county, four men and one lady teacher. The men received an average per diem of $3.16. The lady high school teacher received $1.50 per day. At that time there were only two teachers in the Columbus High School. The average salaries of the teachers in the elementary schools were $2.09 for the man and $1.80 for the women. The average length of school term was 60 days. Ten years later, however, the length of term was five to seven months, and nine of the townships and three towns had summer terms varying from two to three months, making the average for the year ending July 1, 1876 a little more than eight months.

The enumeration report for the year 1866 shows 7,906 children between six and twenty-one years of age. In 1916, there were 6,767. The population of the county according to the census of 1870 was approximately three thousand less than that of the census of 1910.

In 1853, there were 387 school children enumerated in Columbus. The average attendance was 170. There were four schools and five teachers. In 1866, the enrollment was 566 children. It is now approximately 2,000.

In the early school there were about as many classes as pupils. The pupils used the books placed in their hands by their parents. McGuffey's Readers and Ray's Arithmetics came into use about 1845. It was not until 1873 that text-books were made uniform in the county. Early in that year a number of questions were sent out to the trustees and among these questions were the following:

1. How many and what branches of study are taught in each school?
2. What series of books is used in each branch?
3. What books now in use are giving satisfaction?
4. What are the opinions of the best teachers in the several corporations in regard to the merits of the text-books now in use or of any others with which they may be acquainted?

A committee from the County Board of Education was appointed to recommend a series of text-books and on August 18, 1873 it made its report. The following books were adopted: McGuffey's Speller, Ray's Arithmetic, Harper's Readers, Guyot's Geography, Lamsen's Penmanship, Harvey's Grammars, Brown's Physiology, and Harper's Smaller School History of the United States. The system of grading the pupils was not completed until about ten years later. In 1866, there were only three graded schools.

Fifty years ago three private schools flourished within the county and exercised a great influence over the character and progress of education. These were the Seminary of the Society of Friends, established about 1824 and later called the Sand Creek Seminary; Hartsville University, established 1851; and the Moravian, or Female Seminary at Hope, established 1859. All of these have been abandoned for many years. With Hartsville University under the leadership of Prof. David Shuck and the Female Seminary of Hope under Dr. Holland, we doubt that a township within the State can show a higher grade of Scholarship than did Hawcreek Township in those days. And Sandcreek Township is still feeling the influence of the Sandcreek Seminary. These institutions were an honor to the State and sent out many good men and women.

The first consolidated rural school was erected in Hawcreek Township in 1908. All of the twelve schools were abandoned and the children hauled to this one school which was named the Central School. Eleven hacks now haul approximately 215 children to this school each year. Six other consolidated buildings have

since been erected; two in Flat Rock Township, one in Clifty Township, one in Columbus Township, one in German Township, and one in Sand Creek Township. The last named was completed and occupied early in 1916. Six high school and thirty-three grade teachers are employed in these seven consolidated schools, which had during the past year an enrollment of 1,168 pupils. The approximate total average cost per pupil in the consolidated schools is $23.50 and in all other rural schools it is $20.50. There are still 61 district schools and on account of the topography of a part of the county and opposition of patrons in other parts, we are likely to have district schools for many years to come.

During the past ten years there has been a marked improvement in the sanitary condition of the schools. Dr. J. H. Morrison has been County Health Officer since 1910. All school buildings are thoroughly cleaned and disinfected each year, adjustable seats are taking the place of the old ones, and a few ventilating systems have been installed. It may be of interest fifty years hence to know that we now test the sight and hearing of every boy and girl in the county who enters school and that we have a system of measurements for fitting the seats to the pupils. Sanitary drinking fountains have been placed in six of the consolidated schools and in almost all of the others the pupils use individual drinking cups.

Early in 1914, a movement was started to take advantage of that provision of the Vocational Law relating to County agents. After much hard work on the part of the committee promoting the movement, Mr. I. B. Johnson was recommended to the County Board of Education on January 2, 1914 and he was appointed unanimously. He has twice since been re-appointed. He has given helpful assistance in the supervision of the agricultural work in the schools and in the organization of clubs for the boys and girls.

On December 1, 1915, a petition of the teachers of the City of Columbus to become a unit under the Teachers' Retirement Law was accepted. The petition of the teachers of Bartholomew County was accepted on March 25, 1916.

In closing this brief account a few words should be said of the phenomenal growth of Columbus High School. Twenty years ago it had 150 pupils and four teachers, and there were 18 graduates. In 1916, the total enrollment reached 510 and 85 seniors graduated. Ten years ago there were 41 graduates. Mr. T. F.

Fitzgibbon has been superintendent of schools since 1901 and Samuel Wertz has been principal of the high school for 28 years. There are at present twenty-one teachers.

Benton County School Erected in 1844.

Otterbein School, Bolivar Township, Benton County.

A SHORT SCHOOL HISTORY OF BENTON COUNTY

By Chas. H. Dodson, County Superintendent.

Public education in Benton County had its beginning in a little one room school house built in 1844 in the Northern part of Oxford. The first term was taught by William B. McConnell. The first school was supported by a local tax, but in 1848 the State Legislature passed a law providing for a levy of State School tax in Counties favoring such a levy. Benton County was one of the first to vote its approval of this law.

The first county school official of Benton county was David McConnell, appointed Seminary trustee by the county commissoners on September 7, 1840.

Thomas Jennings the first school commissioner, sold the first school lands in Benton county, November 12, 1841.

In 1861, there were enumerated 997 persons of school age, in 1871 there were 1,854, in 1881 there were 3,781, in 1891 there were 4,108, in 1901 there were 3,977 and in 1916 there were 3,377.

On the 6th of September, 1853, George Campbell, Thomas Torrence and Hartley Howard were appointed the first school examiners in Benton County. In 1861, the law was changed to appointment of one examiner who served three years. Blackstone Freeman received this appointment. A few questions were generally asked verbally and the examiner would then decide whether the applicant was qualified to teach school.

In 1873, the office of County Examiner was abolished and the office of County Superintendent created. Frank Cassel was elected the first county superintendent on Monday, June 2, 1873. In June, Cassel was succeeded by Benjamin Heaton, who was succeeded in 1877 by C. E. Witten, who was succeeded by W. B. Maddock in 1879. In 1881, B. F. Johnson was elected county superintendent and served ten years.. He unified the work of the schools of the county by printing and having distributed a course of Study. Mr. Johnson gave much time and attention to the organization of High School work in the County. The first common school graduates in Benton County received their diplomas in 1882 under Mr. B. F. Johnson.

Chas. H. West succeeded Mr. Johnson in 1891 and served for six years. Mr. West continued the County Normal organized under Mr. Johnson, for the purpose of encouraging teachers to prepare for better work. He also urged and encouraged the use of the pupils reading circle books.

On June 7, 1897, L. A. McKnight was elected county superintendent and served ten years. He advocated better wages for teachers in order that they may attend good normal schools. During his term an attempt was made to unify the course of study in the Non-commissioned High schools, but owing to the frequent changes of high school teachers nothing was accomplished. When Mr. McKnight retired from office there were four commissioned high schools in the county, Oxford, Fowler, Boswell and Otterbein.

In 1907, Chas. H. Dodson was elected County Superintendent of Benton County for a term of four years. Then he was re-elected in 1911 for a term of six years, since the State Legislature extended the term two years. The important features of his administration are the following: The erection of many new school buildings; the consolidation of schools; the spelling contests; field meets; the emphasizing of good attendance by giving large and small gold medals and the introduction of the more practical subjects in all the schools of the county such as manual training, agriculture, and domestic science.

In 1908, a very large consolidated twelve room brick building was erected in Oxford for Oak Grove township and now most of the pupils in the surrounding country come to this school. In 1911, a large consolidated twelve room building was erected in Otterbein for Bolivar township and now this building will accomodate most of the pupils in the township.

In the same year a new consolidated six room building was erected in Raub for York Township. Most of the country pupils go to this school and the high school received its first commission in 1915.

In the same year a new four room building was erected in Freeland Park and was certified in the year of 1912.

The construction of the substantial brick buildings in the following townships is under way: Gilboa Township is now erecting a six room consolidated building for the entire township. Pine Township is building a six room consolidated brick building for the accommodation of all pupils in the township. Boswell has plans for a twelve room brick building for all the pupils in Grant township. Ambia has plans for an eight room consolidated building to be erected in the spring of 1917.

In 1910 the state sent out bulletins asking that all the Counties participate in a state wide spelling contest. Supt. Dodson thought the movement was a much needed one and persuaded

the merchants and trustees to give many prizes to pupils participating in the same. The spelling contest was a great success for two of the pupils representing the tenth district in the state contest came from Benton County.

The oratorical contest organized under L. A. McKnight has been continued under the present administration and has been a source of inspiration and benefit to many common school pupils and patrons.

The present administration has been very progressive because most of the common school graduates are attending the commissioned high schools of Oxford, Fowler, Boswell Otterbein, Ambia, Raub, Earl Park and Wadena, or the certified high schools of Gilboa Center and Freeland Park.

Blake School, Jackson Township, Blackford County. Oldest school building now standing in Blackford County. Erected in 1875 and abandoned in 1914.

BLACKFORD COUNTY SCHOOLS

By M. C. TOWNSEND, County Superintendent.

The first schools were established in this County about 1840. These were organized, the log houses built and the teachers paid by the community in which they were located. Later the legislature provided the board of township trustees, three in number, who levied taxes, built buildings and provided teachers for all the schools of the townships. Still later, or about 1857, the law was changed and but one trustee was elected, and in 1899, an advisory board was created to levy the tax and audit the books of the township trustee each year.

Log school houses were used in Blackford County until about 1860 when the trustees began to build frame buildings. The records of Washington Township show that the contract for the first frame school house was let in 1863. The contract price was $325.00 From 1863 to 1866 Washington township built eight frame school houses.

Probably the first brick school house built in Washington township, was the Ratlif, which was built in 1876.

The oldest school building now standing on a school lot, is the Blake School in Jackson Township. It has not been used for two years, having been abandoned in 1914 and the pupils transported to Millgrove.

There are fifty school buildings in the county at this time; forty-five of which are brick and five frame.

The total valuation as far as I am able to ascertain, of the school property in 1860 was less than $20,000. The valuation at this time is $330,000.

The pay and training of the teachers have changed in like manner. Following is an order for pay for a teacher in the year 1860. Compare it with salaries for 1910.

Order for Teacher's Pay.

February 6, 1860.

This is to certify to the treasurer of Washington township, Blackford county, Indiana, that John Seelig as school teacher has performed twenty-one and one-half days service, rendered satisfactorily as teacher to a majority of the citizens of school district No. 7 for which we agree to pay him the amount of sixty-two and one-half cents per day out of the school funds, applicable to the aforesaid amount $13.32.

FREDERICK SEELIG. Director.

Ervin School, Licking Township, Blackford County. Modern building Erected in 1910.

THE CHANGE IN FIFTY YEARS.

Wage of Rural Teachers in Blackford County in 1910 compared with those of 1860.

1910.

Township	Female	Male	Avge.
Harrison	$2.50	$3.38	$3.03
Jackson	2.84	3.40	3.24
Licking	3.05	3.30	3.24
Washington	2.94	3.11	3.05

In 1860 and before, there was no standard for the training of teachers. Now all teachers must be graduates of a high school and have at least twelve weeks of professional training or its equivalent.

The course of study has undergone a great change also. At first the "three R's" were the only subjects emphasized. We still emphasize the "three R's," also Grammar, History, Hygiene, Geography, Civics, Manual Training, Domestic Science and Agriculture. Blackford County has a Music, Drawing and Domestic Science Supervisor in each township in the county.

The people of this county are not yet satisfied, but are going to continue to improve as is indicated by the fact that a new High School building will be constructed at Montpelier where a very substantial building now stands. They want room to improve the opportunities of their boys and girls by offering them a larger variety of subjects that they may select the ones to which they are adapted.

One of the oldest buildings standing, Worth Township, Boone County.

Jamestown Grade and High School Building, Boone County.

BOONE COUNTY

By Edgar Servies, County Superintendent.

As early as 1720 the French had established a trading post at Thorntown. It is said that in 1800 the town included thirty-six trading stores and was the home of a branch of the Miami Indians. There does not seem to have been any attempt to found schools or churches.

The first white settlement was made just east of Zionsville in 1821 and the first school of the county was organized in an abandoned cabin south of Zionsville in 1826. The first houses built for school purposes were in 1832, one in Eagle township the other in Thorntown. Schools were held the same year in Marion and Washington townships in deserted settlers' cabins. From 1832 to 1837, private schools were found in all the new settlements. The teachers were paid by subscription and "Boarded Round".

The first teachers were generally, Scotch, Irish or Yankee with an occasional Quaker from Virginia or North Carolina. The local directors gave whatever examination they thought necessary. The indispensible requisite was the ability to apply the beech or hazel rods. For the ignorant and blasphemous teachings that the earth is spherical and that it is equally cold at the north and south pole some of these early teachers were dismissed.

The old Boone County Seminary was founded about 1840, in Lebanon, and flourished until the adoption of the new State constitution when it was sold at a public sale for $900.

In 1855, the Thorntown Academy was established under the charge of the Northwest M. E. Conference. Some of the principals of the Thorntown Academy were John Clark Ridpath, Reverend Tarr, Hon. O. H. Smith, Profs. Sims, Osborn, and Rouse. This school was maintained for seventeen years, at the end of which time it was sold and converted into a public high school.

Before the outbreak of the Civil War only two or three women teachers were known in the county and it created general astonishment when it was necessary to employ women as teachers and a greater astonishment when women were found to be successful.

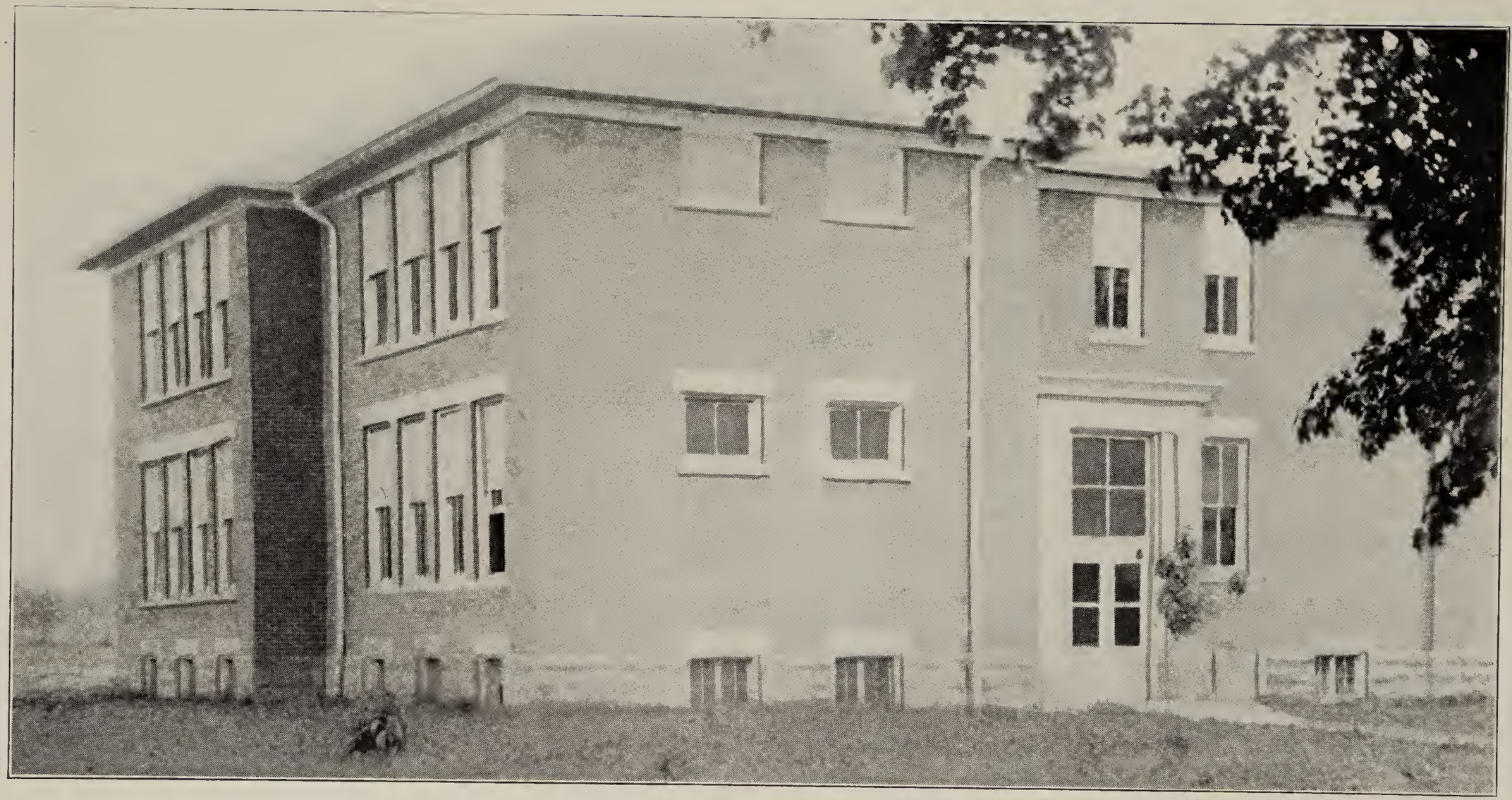
Major S. N. Cragun, an ex-county superintendent of Boone county and now a resident of Lebanon, read a paper before the Indiana Teacher's Association in which he advocated a uniform course of study. This paper was probably the origin of our present excellent Course of Study for Indiana.

In 1886 there were thirty-six frame and ninety-nine brick

school buildings in the county and the total value of the school property was slightly in excess of $200,000. In 1915, there were one concrete, eighty-one brick and thirty frame school buildings with a total valuation of $430,335.

One of the oldest living trustees is James H. Kibbey of Advance, now past ninety-one. He was trustee of Jackson township in 1863.

The school children of Boone County are entrusted to a corps of energetic, capable, willing teachers who stand ready to enlist in any cause that is for the uplift of humanity.



Nashville Public School, Brown County.

BRIEF HISTORY OF BROWN COUNTY SCHOOLS

By SYLVESTER BARNES, County Superintendent.

The first school was established in Brown County about 1837. This school was located about six miles south of Morgantown, Indiana, at or near what is now the Morgantown and Nashville public highway. The building was a very rude structure of logs, windows of oiled paper, heated by a large fire-place which occupied nearly all of one end of the room. This fire was fed by wood cut in the surrounding forest, oftentimes by the large boys, at recess and carried to the school house by the pupils. The seats were rough puncheons as were the desks. The floor of the same material as the seats. All the early school buildings in the county were built along the same line. They must have been very unsanitary, and very uncomfortable in rough weather.

To this school came the children of the community, from the tot of seven years to the strapping young man of twenty, often walking miles along mere forest paths, as very few roads were laid out in those early days.

The teachers, very often, were men of meager education. Being able to read, write and cipher to the Rule of III together with a good muscle and willingness to use the rod, was considered sufficient qualification for a teacher. The teacher's salary was mostly paid by subscription, each patron paying so much per capita and taking his turn at boarding the teacher. This method naturally limited the school term.

With the coming of new settlers and better advantages in a commercial way, came a demand for better school accommodations and gradually the old log buildings were replaced by frame buildings, better seated, lighted and heated and the old type of teachers by teachers better trained for their work.

School supervision has not kept pace with improvement along other lines. From no supervision in the early schools, except that possibly valueless supervision or, more correctly, interference of the school director, to the supervision by the Township Trustee, County Superintendent and Town Superintendent is a long step forward. This is very unsatisfactory and we hope the time will not be long until we can have a more effective supervision for our rural schools.

Brown County's schools have not progressed as rapidly, perhaps as some other counties of the state because of lack of funds to build as she desires, yet a great deal has been done.

Most of her rural school buildings are substantial frame structures. A number are modern in every respect, well lighted, heated, ventilated, seated and fairly well equipped for school work. We have two township High School buildings, four rooms, with cloak rooms, etc. These schools are certified. Nashville, the County Seat has an eight room brick building, housing both High School and grades.

Our teachers are ambitious to advance themselves and the community. Seventy-five per cent are High School graduates, and have taken professional training in college. Many hold diplomas from Indiana University, Indiana State Normal, Central Normal, etc.

The schools at present are in good condition; greater effort is being made to secure better buildings, better equipment, and better teachers.

On the whole, Brown County schools have made splendid progress, considering conditions under which the work has been done.

Flora School, Carroll County.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF CARROLL COUNTY

By P. B. Hemmig, County Superintendent.

Carroll County was organized as a separate corporation in 1828 and established with its present boundaries with the exception of Eel Township which has since been annexed to Cass County. It was named in honor of Charles Carroll who at that time was the only surviving signer of the Declaration of Independence. The County seat was located at its present site and was given the name of Delphi at the suggestion of General S. Milroy in 1828. The first post office was opened in April of 1828. The next year the first school house in the county was built. It was also used for a short time as a court room.

The pioneer school house of Carroll County was similar to all others of the same time. It was built of round logs, had one door with a window on each side of the door and a fire place at one end of the house. This was built of sticks piled on each other and cemented with mud. The floor was made of slabs as were also the seats. These buildings were soon replaced with larger and more convenient frame buildings. Some of these old style buildings, either brick or frame, one room, with three windows on each side and a stove in the middle of the room are still to be found, but it will not be long until this building will also have disappeared and given place to the school house of modern type.

Most of the early teachers were good scholars. Many used to attend the Seminary at Battle Ground. Among the earliest teachers were James Odell, Jr., Capt. G. W. Bowman and J.A. Cartwright. The first records of any teachers' examination to be found are of the year 1866. J. W. Fawcett was then County Examiner. L. E. McReynolds was the first County Superintendent of Schools followed by Thomas Britton, H. B. Everman, J. L. Johnson, W. L. Barnes, Charles Metsker, Isaac F. Meyer and Philip B. Hemmig in order as named. Prof. Hemmig will in 1917 have been fourteen years at the head of the Carroll County schools.

Carroll County put into use and maintained a uniform course and uniform text books in her high schools for ten years before the state adoption by law. The aim of the Board of Education has been to keep out fads, move cautiously, yet in a positively forward direction.

At present there are ten high schools in the county, six commissioned, three certified and one non-commissioned.

The oldest teachers in years of service are J. H. Roller who has taught twenty-eight consecutive years, J. C. Trent who has taught twenty-seven years and F. J. Hemmig who has taught twenty-six years.

Playground of the Royal Centre Public Schools, Cass County.

Young America High School, Cass County.

SCHOOLS OF CASS COUNTY

By A. L. FRANTZ, County Superintendent.

The early schools of Cass County were like the first schools of most other counties and the old settler has so often and so well told the old story of benches without backs, the writing desk at the wall supplied with the goose quill and the many familiar facts of the primitive schools that there is no call here for a description in detail.

Suffice it to say that there were few conveniences, no charts, maps, blackboards; in fact, "Spellin'," "Readin'," "Ritin'," and "Rithmetic" composed the entire curriculum. Text books were a rarity, usually one book being deemed sufficient for an entire family. There were no grades and the same text was used in different years. The testament was often the only reader in the school. No two schools used the same books. The teacher was required to put in full time and was busy teaching from the time the first pupil came until late in the evening. The first teachers were especially strong on discipline and religiously followed the principle of "no lickin," "no larnin," and upon the slightest provocation demonstrated that axiom.

From these schools there has been a gradual development. The township trustee came into partial control of the schools as early as the first Monday in April, 1853, and from that time on, marked progress was seen, yet, it was not until 1877 that the township trustee assumed full control of the schools of the township.

No license was required of the early teacher, and anyone who could spell February and did not have anything else to do would teach school.

The fourteen townships, two incorporated towns and one city, constitute the seventeen units for school purposes in Cass County.

There are now 26 buildings of two or more teachers; 61 single-room schools; 32 abandoned schools; about 250 teachers of which about 190 are teachers in the Elementary Schools and about 60 teachers in the High Schools and of special subjects. There are 10 High Schools in the county, 9 of which are commissioned and 1 of which is certified. The entire enrollment is about 7,000 of which about 850 are in the High Schools.

Consolidation of schools has had a gradual, safe and sane growth in Cass County and in no instance has there been a reversion to the original type of school, in spite of the fact that we, too, have the usual quota of those whose chief business it is to sit on the tail of progress and shout "whoa."

The Young America school building is a fair type of the fifteen rural consolidated schools and shows the spirit of the community and the character of the school officials. The building is a complete plant with washed air, regulated heat, correctly lighted rooms, equipped in Domestic Science and Manual Training and in all departments of Elementary and High School. The Trustee, T. H. Beck, takes great pride in his school and spares neither time nor effort to maintain a high standard.

The Trustees of the other townships manifest the same spirit as is shown in the above instance. They, with the Presidents of the towns and city Boards of Education have a permanent organization, meeting once a month and act always in harmony for the best interests of the schools.

Increased wages are offered teachers who will continue their education from time to time and it is a significant fact that a very large percent of the teachers attend college regularly during their summer vacation.

The motto of the Cass County Board of Education has been, "Anticipate what is coming in education and make a beginning in Cass County before the same is required by law."

The Vocational Work, Music and Drawing are taught in all schools and the teachers hold licenses in these subjects.

A glance at the picture of the Royal Centre playground will show that the physical as well as the mental training is given attention. Teeter-boards, giant strides, sand piles, and many pieces of playground apparatus are furnished and the teachers are on the playground with the children.

The school building in the back ground is a wonderful plant with every modern convenience. One distinctive feature of this school is a completely equipped opera stage, where much attention is paid to educating the child to think and speak from the public platform.

With abundant public funds, and our present perfected graded curriculum in every township, with well educated teachers guided by a liberal Board of Education, Cass County feels she may take great pride in her schools.

The Cass County Board of Education is as follows:

Adams Township.....A. C. Earl.
Bethlehem Township.....D. C. Laird.
Boone Township.....Wm. Ubelhauser.
Clay Township.....Wm. A. Simpson.
Clinton Township.....Geo. B. Keplinger.

Deer Creek Township	T. H. Beck.
Eel Township	George Murphy.
Harrison Township	Ellis Brown.
Jackson Township	James H. Marshall.
Jefferson Township	Chas. L. Banta.
Miami Township	Wm. E. Packard.
Noble Township	Easton Cotner.
Tipton Township	D. A. G. Coblentz.
Washington Township	H. C. Jones.
Galveston	President F. H. Thomas.
Royal Centre	President O. M. McCombs.
Logansport	President, Jesse Taber.
County Superintendent Schools	A. L. Frantz.

A Log Schoolhouse in Clark County. which has been weatherboarded.

CLARK COUNTY

By Samuel L. Scott, County Superintendent.

A discussion of the development of the public schools of the county would reach back to the early days, for Clark County was organized in 1801. In connection with the struggle for a home and for the necessities of life, the hardy pioneer also toiled for the establishment and maintenance of schools for his children.

The itinerant school master, uncouth and uncultured, followed close on the heels of the early settlers in the wilderness of Clark County. Some of them came from Kentucky and Virginia, but many of them from New England. Often the double profession of preacher and teacher was practiced by these men.

These were often men of high ideals and had much of the spirit of the real teacher.

From these most humble beginnings amid conditions and surroundings unfavorable and unpromising, the early log school house took its stand in the early days in the wilderness of Clark County on the outskirts of civilization and the borderland of the Indian savage.

The foundation of the present school system in Indiana was laid before Clark County was organized. The famous, "Ordinance 1787," declared that, "religion, morality, and knowledge are essential to good government and the happiness of a people, and that schools and the means of an education should forever be encouraged in the new territory." This "ordinance" passed before Indiana had either organization or a civilized people, has been the foundation from which grew one of the strongest and most practical school systems of modern times. This ordinance reaching down through more than six score years, has furnished the basis and inspiration for favorable school laws to the builders of two state constitutions and to the patriotic members of every General Assembly since convened within the borders of Indiana.

To the wisdom and foresight of the fathers of another century we are largely indebted for the splendid school system of our state.

The constitution adopted provided for township schools, county seminaries and a state university, with free tuition and equally open to all. With these and many other favorable laws the school system had its beginning. The early years of progress were slow indeed. The earliest schools in the county were usually not taught more than three months in the year. As early as

1801, the year our county was organized, a school was open in Silver Creek Township by Richard Slider. This school was taught from six to eight weeks annually and was in existence for a number of years.

Among the early teachers in the Slider school were James McCoy, Andrew McCafferty, George McCulloch and Spencer Littell.

In 1803, a school was opened on the Hester farm near Charlestown and was taught by Mr. Espy. This school was noted for its rigid discipline and the cruel penalties inflicted upon delinquent pupils. Also for the long hours of confinement in the school room—from a little after sunrise to near sunset.

In 1811, in Utica Township on the James Spangler farm, a rude log school house took its place among the still ruder log cabins of the early pioneers. The first teachers in this building were William Crawford, a Mr. Blackman and a Mr. Scantlin.

In 1830, Clark County had its first institution of higher learning located at Charlestown, and known as the "Charlestown Seminary." The school was opened by D. Baker, an Englishman. Mr. Baker was the father of Hon. E. D. Baker, afterwards United States Senator from Oregon. This school had rather a successful career covering a period of nearly twenty years. The annual enrollment reached at one time nearly three hundred students. The school afterwards passed under the control of Prof. Zebulon B. Sturgus, a scholar of superior worth and attainments. The school was now called "Barnett's Academy" and was in a very prosperous condition during the lifetime of the owner.

A second institution of higher learning in Clark County was Borden Institute, founded in 1884, by Prof. William W. Borden. This was located in the town of Borden and had a very successful career for about a quarter of a century. Three distinguished educators have been at the head of the faculty of this institution; Prof. Francis Stalker, Dr. W. E. Lugenbeel and Prof. H. A. Buerk.

The graduates of this school ranked high in the higher institutions of learning throughout the country.

The museum in connection with this school had a collection of geological, mineral, archaeological and historic specimens not surpassed by any other institution in Indiana.

The school system of the county has had continued growth and development, keeping step with the growth and development of the life of the county. Owing to the river hills in the east end,

and the knobs in the west end, school consolidation has not been practical in our county.

We now have one hundred school buildings in use and two hundred teachers. These buildings and grounds, together with school equipment are valued at more than three hundred thousand dollars.

Our school enumeration is about ten thousand and our enrollment is about six thousand.

While we are still using a number of old and unsatisfactory buildings, those built in recent years are beautiful, sanitary and modern in every particular. The old college building at Borden is now used for a high school by the township and is a building of which the people are justly proud. We have a new modern structure at Henryville and also at Sellersburg.

Jeffersonville Township has just completed a modern consolidated school building about four miles from the city which is one of the most complete of its kind in the state.

The city of Jeffersonville has a new high school building modern and up to date in every way built at a cost of more than one hundred thousand dollars. The other city buildings are either new or have been recently remodeled and made to conform to the sanitary school house law. In our county we have two Certified High Schools and three Commissioned High Schools so distributed over the county that every student is reasonably close to one of them.

All our teachers have had normal or college training and a large number of them are graduates of higher institutions of learning.

Our public schools have kept abreast of the progress of the hour. Public sentiment supports them to the fullest extent. Our people love and cherish our schools as they do no other institution of modern life. Next to the family hearth-stone in the hearts of our people is the school home of our children. Within the walls of each school room, whether it be a modest building in a rural district, or a magnificent structure of beauty and convenience, we are striving to kindle and develop in the heart of every child who enters there the best that is possible for it to know and to be.

The tendency in recent years has been to make the school more practical; to make the school and the home work together for the same common end; to make school experiences real life experiences, and to include in the course of study in the public

schools many of the problems of the real outside experiences of the child.

With this thought in the minds of our ablest teachers we have faith that our success is assured and that the citizens of the next generation in Indiana will be more practical and skillful; will be bigger in heart and mind and sympathy; will have a larger view of life and a higher conception of duty; will be stronger and better and more able to fill the places that nature intended for them in working out the highest destiny of the race.

A BRIEF HISTORY OF EDUCATION IN CLAY COUNTY, INDIANA

By WILLIS E. AKRE, County Superintendent.

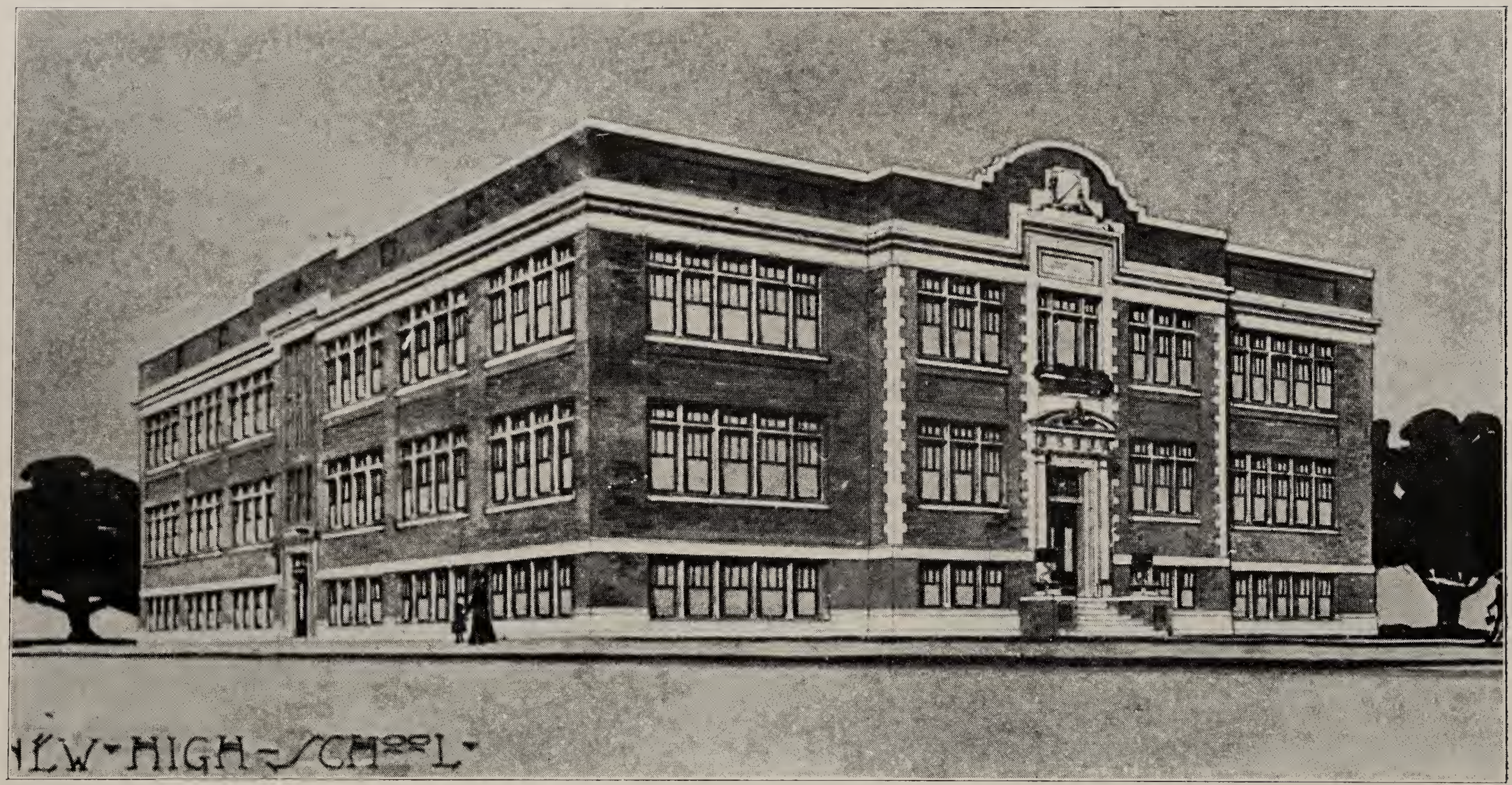
When, where, and by whom the first school was taught in Clay county can not be answered with any assurance of accuracy. The educational history of the county for the first twenty-five or thirty years is only traditional. The first schools were taught in primitive log cabins which had been vacated as dwellings. The pioneer school house was built of round poles, chinked and daubed, with one pole cut out on either side and the space closed by the use of greased paper, to admit the light. In one end was the door, swung on rude hinges, and in the other end a spacious fireplace. The floor was of puncheons, and the seats long benches of split saplings or slabs, the bark side turned down and the split or splintered side exposed for seating accommodations. These houses were built, generally, by voluntary contributions of material and labor, on the part of those interested in the respectives communities, and without any expenditure of money for trimmings and furnishings.

Probably the first of these school houses used distinctly for school purposes was either built in Poland or along Eel River a couple of miles north of Bowling Green in the Walker neighborhood. The house on the present site of Poland was built about the year 1825. It is not definitely known whether the one in the Walker neighborhood was built before or after the one at Poland. The first teachers of these schools were Samuel Rizley and Jared Peyton.

Under the Statute of 1831, the finances and other features of our common school system were managed locally by the citizens of the several school districts. Having decided to build a house, each tax-payer within the limits of the district was required to work one day in each week until the house should be completed, or instead, to pay an equivalent of fifty cents a day, that the labor might be employed. Teachers were then employed on such terms as their services could be secured, partial payment, at least, being made in such commodities as they would consent to receive. At this time there were three trustees. These trustees constituted a board of examiners to certify the teacher's qualifications in reading, writing and arithmetic. An applicant who could write a readable hand, "cipher" as far as the "single rule of three," and "mind his stops" in reading was accepted as a competent instructor. The statute of 1843 created a board of county examiners to be chosen by the circuit court. The duties of this

Building in Washington Township, Clay County.

board were to more thoroughly and efficiently organize the school districts and to determine whether the tuition revenue apportioned should be used exclusively in payment of teachers, or partially applied in providing grounds and houses. No record has been kept of the names of those who served in this capacity. The law of 1853, under the new constitution, provided for the appointment of three school examiners, who held for the term of three years, and were chosen usually from the three commissioner districts. They did not constitute a board of examiners but acted independently of each other. The examination of teachers and the issuing of licenses constituted their chief duties. During the first year of administration under this law but twenty-five licenses were granted in the county. The examiners appointed in 1853 were James M. Lucas of Cloverland, Enos Miles of Bowling Green, and Ebenezer C. Smith of Perry township. Some of those that succeeded them as examiners were James G. Miles, Mrs. Carrie P. Doyle, O. H. P. Ash, Aaron S. Simonson, and Jesse Purcell, the last three named being legislated out of office by the law of 1861. In March, 1861, an advance step was taken in the legislation of the state affecting popular education, providing for the appointment of one school examiner for each county, to serve for three years, and enlarging the sphere of his duties and powers. At the June term of commissioners court in 1861, Samuel Loveless, then teaching at Bowling Green, was chosen the first examiner for the county under this statute. In June, 1864, he was succeeded by William Travis, of Center Point, who, having been legislated out of office by amendments to the statute at the next succeeding session, was reappointed in June, 1865. In June, 1868, Travis was succeeded by William H. Atkins of Bowling Green. In 1871, Mr. Travis was again appointed but was legislated out of office again in 1873, when the county superintendency law was enacted, providing for the election to be made by the trustees. In June of 1873, W. H. Atkins was elected county superintendent of schools for Clay county. In June, 1875, he was succeeded by Allen R. Julian of Bowling Green, who was succeeded in 1877 by Preston B. Triplett of Harmony. In 1879, Triplett was re-elected. In June, 1881, he was succeeded by John W. Stewart of Brazil, who was re-elected 1883. In June, 1885, M. S. Wilkinson of Center Point became superintendent. In June, 1887, William H. Chillson of Clay City, was elected and successively re-elected up to and including the year 1897, having served twelve years when he was succeeded by James M. Tilley of Brazil. Mr



Brazil High School, Clay County.

Tilley was succeeded in 1903 by Willis E. Akre of Brazil, who has held the office since that time—thirteen years.

In 1866, Sugar Ridge township gave six hundred dollars and the citizens of Center Point donated twenty-four hundred dollars toward the erection of a building and the result was that the first graded school in the county was located at Center Point. The amount that the trustee gave was about the amount that it took to build a district school at that time, and the good people of Center Point and vicinity subscribed the remainder of the money in order that they might have better than the average district school.

The records show that there was spent on public education in this county in 1853 the sum of $2,280. There has been a steady increase in the amount expended until the year 1915, when the expenditure of money for school purposes reached the sum of $212,000. In those days the average wages of men teachers was $1.00 per day and of lady teachers was sixty-five to seventy-five cents per day. At the close of the Civil war the wages of men teachers was $1.75 and of lady teachers was $1.33. For the year 1914-15 the average wages of high school teachers was $5.68 and elementary school teachers was $2.87.

Along in the fifties, it was not uncommon for children to walk a distance of five or six miles to school keeping their way by means of blazed trails through the forest. Now there is a school within a distance of two miles of nearly every home in the county or the children are hauled to the school right from their very doors.

SCHOOLS OF CLINTON COUNTY

By MARION W. SALMON, County Superintendent.

The history of the schools of Clinton County in common with that of the other counties of the state begins with the Ordinance of 1787, which made the following beneficent provision: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." As a result of this ordinance the foundation of our present efficient school system was laid, whereby one thirty-sixth of the land was set aside for common school purposes. Unfortunately, however, for the schools much of this land was sold for a price that did not yield much revenue.

Before the adoption of the new constitution in 1851 the school funds were very weak—in fact a mere pittance—and the principal part of the teacher's salary was raised by subscription, usually two dollars for each child attending. If a teacher received as much as $60 for a term of thirteen weeks, he was doing very well. But since that time the consolidation of various funds into the common school fund together with the law permitting school corporations to tax themselves for school purposes, makes it possible for any community to have as good schools as it is willing to pay for. By using these agencies Clinton County has built up a magnificient school system. Perhaps no other institution in Clinton County shows a wider contrast since the organization of the county in 1830 and the present than does the school.

The first schools—two—were opened in the winter of 1829-30, the year before the organization of the county, in rude log houses in what is now Washington and Union Townships. These houses were of the type described in the Hoosier Schoolmaster and was the type in common use until about 1850. The light was admitted through oiled paper and heat was furnished by a capacious fireplace. In zero weather a wide range of temperature was found in these houses, ranging from the torrid zone immediately about the fireplace to the frigid zone in the remote corners with the temperate zone intervening. What a contrast between these and the present magnificient buildings, constructed under the provisions of the present sanitary school house law!

In those pioneer days the teacher seldom had a bell to ring when "books" were called in the morning or after recesses, but

the signal was usually given by striking the door or side of the house with a piece of clapboard to call the pupils from play to books. One of the many duties of the teacher was making and mending quill pens and setting copies for his pupils.

The principal books in use in those days were Webster's elementary speller and the English reader, or any other book which the parent might have in the home, did duty as a reading book. Pike's arithmetic and Kirkham's grammar were found in many schools. For a time blackboards, maps, globes and charts were unknown and instruction was largely individual, each pupil being in a class by himself. This individual instruction was the redeeming feature of these pioneer schools, and went far to off-set the lack of the present day uniformity in text books and course of study and other equipment. Little classification was attempted until McGuffey's readers and Ray's arithmetics came into general use, and no uniformity in the course of study existed before the eighties.

A study of the enumeration of the school children of the county for the last four decades is interesting for the reason that the county as a whole has 178 fewer children than it had forty years ago, that Frankfort has gained 1,821 in the same period, and that the territory outside of Frankfort has lost 1,999 in the same time as shown by the following table:

Year	Frankfort	Townships	Total
1876	819	6,585	7,404
1886	1,345	6,918	8,263
1896	1,936	6,473	8,409
1906	2,774	5,826	8,600
1916	2,640	4,586	7,226

The shrinkage in the rural community is chiefly due to three causes: 1. The land having been cleared and drained, the cabin in the clearing has disappeared. 2. By the introduction of labor daving machinery one man is able to do the work formerly done by two. 3. The family of eight or ten children is now very rare. But these causes do not explain the loss in the last decade of 134 children by the city of Frankfort, whose general population has materially increased.

The first class to graduate from the high school in the county was a class of six girls which graduated from the Frankfort High School in 1876. In 1916, forty years later, the commissioned high schools of the county graduated 134 pupils of whom nearly half were boys.

CRAWFORD COUNTY

By STUART A. BEALS, County Superintendent.

The first settlement within the present limits of Crawford County was made in 1806. The county was organized in 1818.

During the twelve years between the settlement of the territory and its organization into a county almost all the teaching was done in the homes of the pioneers by the early itinerant teachers.

A few log houses were built to be used for both school and church purposes and quite a number of subscription schools were taught in them. They were provided with spacious open fireplaces, split-log seats, puncheon floors, or no floors at all, and greased-paper windows.

The first building used for school purposes exclusively was erected at Leavenworth in 1820. It was a more pretentious building than others of that time and was used for school purposes until the county seminary building was built in 1840.

The first frame school buildings were put up about 1830 and the last log house was replaced by a frame in 1880.

The first brick building was erected at Leavenworth in 1871. It is still a splendid building. It was improved in 1912 by the addition of two large rooms and a basement and it is now the home of one of the best high schools in the county.

There are no records in the county superintendent's office prior to those for 1865. In that year there were sixty-seven school houses in the county. All were one-room buildings and almost all were frames. At present there are eighty one-room rural schools. Sixty-nine of these are old style buildings admitting light from both sides, eight are modern buildings constructed to meet the requirements of the Indiana Sanitary School House law, and three are built of concrete blocks. These latter are not satisfactory. In 1914, English and Marengo erected splendid modern brick buildings each of which cost approximately $15,000.00. Although both corporations were bonded to the constitutional limit the money derived from the sale of the bonds was not sufficient to complete the buildings and more than $2,000.00 was contributed by citizens of the two towns. Milltown and Alton have splendid frame buildings.

The county has been affected little by waves of immigration and since 1820 almost all those who have taught in the county have been residents. W. B. Johnson who emigrated from Kentucky to Crawford county in 1821 did more for the cause of educa-

tion in the early days than any other man of that time. He taught in the county for many years during which time he wrote some of his own text books. They are now in the possession of his son, John M. Johnson, and are splendid examples of quill-work.

John M. Johnson, the Pioneer Educator of Crawford County, graduated from the State University in 1852. He received many flattering offers to teach at distant points but except a short time during which he served as a member of the faculty of Hartsville University, later, Hartsville College, he has spent his life in Marengo, the town of his birth. In 1869 he established a private school at Marengo, known as the Marengo Academy, where the higher branches were taught. He maintained and operated this school until 1902, a period of thirty-three years. During that period hundreds of young men and women from Crawford and surrounding counties sat at the feet of the Grand Old Man of the Academy and received from him the instruction that enabled them to succeed in life. The importance of this school as an early educational influence in the community can not be over-estimated. He never turned any one away from the school. Those who were without money were given instruction, board and lodging free. They were asked only to pay him when they could. He is still living, hale and hearty at the ripe old age of ninety years. When the county superintendent called at his home to get a photograph for the Indiana Educational Exhibit at San Francisco, he found that he was working on the streets of his home town. He held the first county institute held in the county in 1865 and he has attended all but one.

The first institute was held at Leavenworth in 1865. Only ten teachers attended. In 1867, the attendance was forty-two and the records show that since that time the attendance has been almost one hundred per cent. of the number of teachers employed. For several years the per cent of attendance at the township institutes has not fallen below ninety. Practically all the teachers purchase and read the Teachers Reading Circle books and take much interest in the township institutes. Twice within the last twelve years the county, although one of the poorest in the state, has purchased more Young Peoples' Reading Circle books per 100 pupils than any other county.

During the school term 1915-16, there were one hundred seventeen teachers employed, including superintendents of commissioned schools and special teachers of vocational subjects. Only twenty-

four of these had taught prior to August, 1908. The county has twelve graduates of the State Normal, five graduates of the State University, one graduate of Hanover College, and several graduates of the Central Normal School at Danville.

The county had but two county examiners. John M. Johnson served from 1848 to 1868 and A. Sipes from 1868 to 1873. The following have served as county superintendent: J. W. C. Springston, 1873-1875; J. P. Batman, 1875-1875; J. W. C. Springston, 1875-1881; J. S. Hall, 1881-1883; E. J. Bye, 1883-1885; James Bobbitt, 1885-1887; W. A. Pierson, 1887-1889; J. W. Goldman, 1889-1891; J. F. Zimmerman, 1891-1893; J. R. Duffin, 1893-1897; C. A. Robertson, 1897-1903; S. A. Beals, 1903-1917.

The first high school was established at Leavenworth about 1880. Some of the higher branches were taught in other town schools about the same time. The high school course has been extended and additional high school teachers have been employed from year to year. The schools at Leavenworth, English and Marengo were commissioned in 1910, and that at Milltown in 1915. The enrollment in the four commissioned schools is approximately two hundred and in 1916 there were thirty-eight graduates. In addition to the regular high school subjects, Manual Training, Domestic Science, Music and Art are taught in all these schools by teachers holding Supervisor's license in those subjects. Agriculture and Domestic Science are taught in all the rural schools. Common school graduates are required to write on these subjects and to make a general average of 85, not falling below 70 in any subject. The first common school diploma was granted to Jesse A. Breeden on March 15, 1884. Since then diplomas have been issued to one thousand, five hundred twenty pupils.

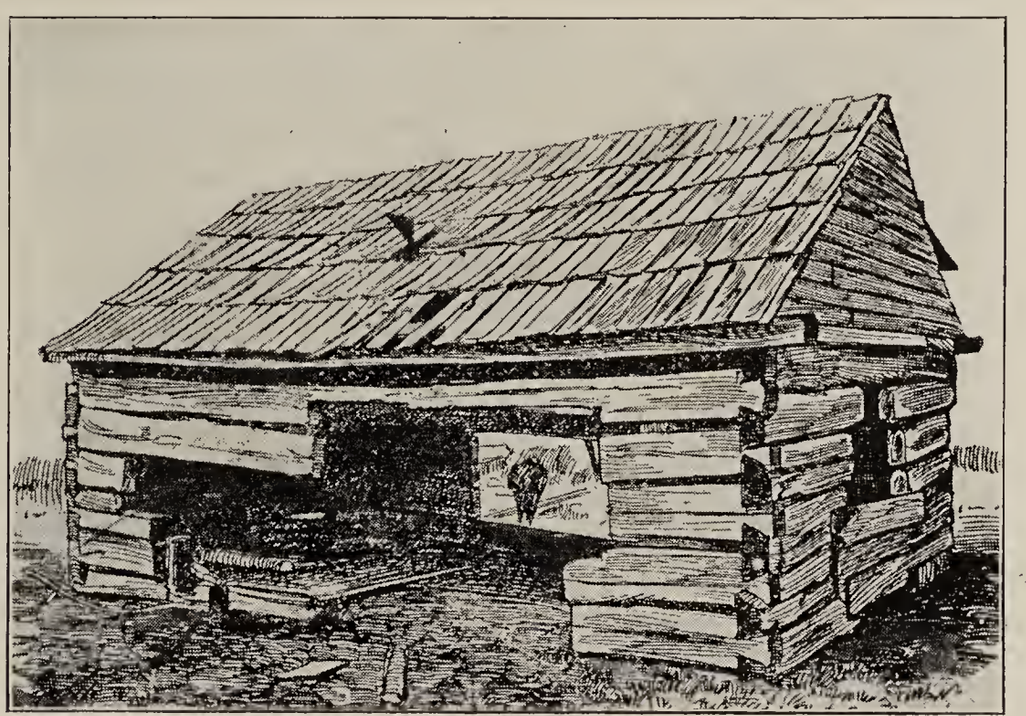
Crawford county is one of the poorest in the state and is consequently behind her wealthier sisters in the value of her buildings and equipment but the standard of scholarship is high and her pupils and teachers will not suffer greatly in comparison.

A SKETCH OF THE SCHOOLS OF DAVIESS COUNTY

By A. O. FULKERSON, County Superintendent.

If tradition has brought to us the truth, it has been more than a century since the first school was taught in Daviess county. It was the year of the battle of Tippecanoe, 1811, that James C. Veale taught a subscription school near Maysville, Washington township, Daviess county. Even tradition does not reveal who were the pupils, what the tuition was per pupil, the text-books used, nor the course of study in this pioneer school.

It was nearly a decade after this school was taught before a schoolhouse was built in the county. Two were built during the



A Daviess County School Built About 1842.

year 1820. One was in Washington township and the other in what is now Elmore township. Both were log houses and probably not as good as the one shown above.

For more than a quarter of a century the log house with its clapboard roof, large fireplace, puncheon floor and home made seats, was the kind of a building erected for school houses in Daviess county.

The picture of the Veale township log schoolhouse, the last log school house standing in Daviess county, and the picture of the Washington high school building give a good idea of the progress made in school architecture during the century.

The pioneer teachers of Daviess county would compare favorably with the pioneer teachers of any other county in the state.

Even this being true, their knowledge of what are to-day known as the common branches, was quite limited. This knowledge, in most cases, did not extend beyond reading, writing and arithmetic. Some half dozen of these early schoolmasters, who knew a little Latin and less algebra and geometry, as one put it, "enjoyed an enviable reputation for scholarship."

The methods and devices used by these early teachers have changed, as have the buildings in which they taught, and as have the books and the apparatus which they used. Some of these teachers taught "loud schools". In the loud schools the pupils were required to study their lessons "out loud". The thought was that the teacher could tell whether the pupils were studying or not. As a prominent writer has said, "The idler who was roaming at one word, or over one line of poetry, or trumpeting through his nose, was, for aught the teacher knew, committing his lesson."

Those early Daviess county teachers thoroughly believed in "Spare the rod and spoil the child". Many of the older citizens of the county have personal knowledge of the truth of this statement.

A distinct advance was made in matters educational as a result of the law passed in 1853 which provided for school examiners and for qualifications for teachers. Of the twelve different persons who served in the capacity of school examiner in Daviess county, but three really made their influence felt in the educational affairs of the county. These were William S. Gaffney, John R. Phillips and George A. Dyer. Each made earnest efforts to secure a kind of uniformity of text-books, to organize teachers institutes, and to get the teachers better paid.

Phillips, in 1868, was nominated for state superintendent by the Democrats.

The year 1873 marks the beginning of another epoch in the educational history of the county as well as of the state. The office of county superintendent was created that year. This official was given much more power than was held by the county examiner. The county superintendents of Daviess county have done much towards organizing, unifying, standardizing, and supervising the work being done in the schools.

Edward Wise, E. C. Trimble, D. M. Geeting, S. B. Boyd, P. R. Wadsworth, W. A. Wallace, Philander McHenry, B. J. Burris and A. O. Fulkerson have been the county superintendents of Daviess county. D. M. Geeting was at one time state superintendent.

In 1895, there were one hundred twenty-seven one-room school

buildings in Daviess county outside of Elnora, Odon, and Washington. In 1915, there were but eighty-two. In 1895, there were six school buildings with two or more rooms. In 1915, there were fourteen. In these two decades thirty-five school districts were abandoned. Some of them were abandoned because of the small attendance. The others were consolidated. In 1895, there were one hundred thirty-three schoolhouses outside of Elnora, Odon and Washington. In 1915, there were ninety-six school buildings, to accomodate the children of the same territory. The same number of teachers, one hundred thirty-nine, were employed in 1895 as there were in 1915. Elnora employed three teachers in 1895 and eight in 1915. Odon employed five in 1895 and ten in 1915. Washington employed twenty-four in 1895 and forty-five in 1915.

In 1915, there were five teachers teaching in the country schools of Daviess county that were teaching in these schools twenty years ago. In 1895, two were teaching in the country schools who are now teaching in the Washington city schools. Five who are now teaching in the Washington city schools have been teaching here for more than twenty years. The most noted of these is Hamlet Allen, "the father of the Washington high school."

Twenty years ago consolidation was scarcely thought of in Daviess county. To-day there are seven consolidated buildings in the county. Twenty years ago there was but one commissioned high school in the county. To-day there are ten high schools in the county. Five of these, Elnora, Epsom, Odon, Plainville, and Washington, are commissioned high schools. Two, Cannelburg and Montgomery, are certified, and three, Alfordsville, Glendale, and Raglesville, are non-certified. These schools give a great majority of the boys and girls of the county an opportunity to get a high school education at home.

The teachers of Daviess county of to-day are much better qualified than those of former years. Nearly all now are at least high school graduates and have had some professional training. Many are normal or college graduates.

During the century the educational interests of the county have kept pace with the other phases of human endeavor.

DEARBORN COUNTY

By GEORGE C. COLE, County Superintendent.

As early as 1805 one Isaac Polk had a school where the Elizabethtown pike crosses the state line, and about the year 1811, Polk had a school on the present site of the Aurora Road school two miles west of Lawrenceburg. Prior to this, about 1796, when the Hayes, Millers, and Guards established their station at the mouth of the Miami, school was taught at the station by Isaac Polk, so Polk was without a doubt the first teacher in what is now

First Schoolhouse in Dearborn County.

Dearborn county. Previous to 1820, a Yankee by the name of Dolly taught somewhere in what is now Miller Township, Daniel Jessup, north of Hardentown, Joseph Dent at Ebenezer, Alexander Gregg near Wilson Creek, a Mr. Cannon on Holman Hill, and Gideon Cummings and Samuel Hopping on Laughery Creek.

The early school houses were all built of round logs, chinked with sticks and clay, with clapboard roof, great fire-place, huge wooden chimney, greased paper windows, doors hung on wooden hinges, and puncheon seats for the "scholars".

In the forties, great numbers of German and Irish Catholics, and German Lutherans settled in the county. Alongside their log churches, they built school houses. The Catholic schools at St. Leon, Dover, New Alsace, and Yorkville; and the Lutheran schools at Hubbles, Manchester, Dillsboro, and Farmers' Retreat are among the earliest in the state.

The earliest teachers taught "pay school," and as the one-room private pay schools gradually passed out of existence, the district organization became so perfected by 1850 that all the pupils in Dearborn county were within easy walking distance of a school house. Most of the district schools are still in operation, now of course under the direction of the township trustee.

Consolidation has not made much progress in Dearborn County chiefly on account of the expense of transportation over the many hill roads. However Miller, Sparta, Manchester and Clay townships have made a good start, and every effort is being made to eliminate as many as possible of the one-room schools.

About 1820, Jacob Blasdel built a school house at Cambridge in which higher branches were taught, and which is said to have been the first chartered academy in the State of Indiana.

In 1832, the trustees of the seminary fund located the county seminary at Wilmington. They erected a four-room brick building, two stories high. It was for several years an academy for higher learning, similar to the high schools of today, and flourished until about 1844 when the seminary plan in the state began to fail.

Previous to 1850 other prosperous academies were located at Lawrenceburg, Manchester, and Wright's Corners, and a college was established on the hill north of Greendale. These academies answered the purpose of creating a thirst for higher education, and were a means of stimulating many young men to enter the colleges, and make preparation for broader fields of labor. Many men who taught in these schools afterward became prominent in the educational field.

The only private school in Dearborn County that has survived is Moores Hill College which opened its doors to both sexes in 1856. This school was established through the efforts of John C. Moore, whose father, Adam Moore, a Methodist preacher, settled in the present town of Moores Hill in 1818. The management of the college was vested in a board of trustees appointed by the S. E. Indiana Conference of the Methodist Episcopal Church. The present plant of Moores Hill College is valued at $200,000.00.

Aurora High School, Dearborn County.

The school is well equipped in every way, and ranks well with the larger colleges. Dearborn County is exceedingly fortunate in having this school within her borders.

The first school house in Lawrenceburg is supposed to have stood on what is now the court house square. Its first teacher was Rev. Samuel Baldwin, a Presbyterian minister, who worked as an itinerant missionary in the Whitewater valley from 1810 to 1814. Opposite Lawrenceburg at Touseytown, Mrs. Mary Lane, wife of Amos Lane, afterward a member of Congress, had a school as early as 1808. A little later, Samuel H. Dowden, a Virginian, many of whose descendants still live in the county, had a school opposite the building now known as the Reagan Hotel. In 1833, "The Lawrenceburg High School" was opened in the basement of the Presbyterian church. Later Stephen Bundy had a school in the building now occupied by the McCullough Drug Co. In 1851, high schools were established in Lawrenceburg by J. M. Hall, and Miss Parmelia Fahr. There was also in existence at that time the Middle District School taught by Miss Wardell, Newtown District No. 10, Germantown, taught by John D. White, a German Catholic school taught by John F. Herwig, and a German school that had both Catholic and Protestant students taught by Jacob Behmar. These schools were practically all absorbed by the Lawrenceburg Institute which was established in 1851 and which had secured the services of Edward Cooper, A. M. as principal, who understood well how to conduct a school of several departments. This school enrolled two hundred forty-seven students, and had in its curriculum Rhetoric, Logic, Chemistry, Higher Mathematics, Greek and Latin.

The Lawrenceburg graded schools were organized in 1856, the central part of the present building was built by township trustee William Tate in 1859, and transferred to the Lawrenceburg school board in 1865. The present Newtown building was erected in 1870, and the public high school established the same year. The first class, five in number graduated in 1872. There were no more graduates until 1876 when there were four. Since 1876 a class has graduated every year except 1897, and the alumni number 454. The High School was commissioned in 1897.

The first school in Aurora was taught in a log cabin on fifth street in 1819. Through the efforts of Judge Jesse L. Holman, father of the distinguished congressman, W. S. Holman, Aurora Seminary was established in 1826. This school was conducted

for several years by Rev. Lucien Alden, a man of fine mental equipment, scholarly and accomplished.

The Aurora graded schools were established in 1853. The present "South Building" was erected in 1863, and into this ten-room building were gathered all the school children of Aurora. A. W. Freeman, a Presbyterian minister, was the first superintendent. In 1880 the splendid "North Building" was erected, and in 1908, Aurora erected a modern high school building, in which are well equipped laboratories, manual training and domestic science departments, and a gymnasium. The Aurora high school was commissioned in 1896 and has graduated 593 students.

In addition to the commissioned high schools at Lawrenceburg and Aurora non-commissioned high schools are in operation at Greendale, Manchester, Guilford, Wilmington, and Dillsboro.

HISTORY OF THE DECATUR COUNTY SCHOOLS

By Frank C. Fields, County Superintendent.

The territory constituting what is now Decatur County was purchased from the Delaware Indians by the treaty of St. Mary's in 1819 and thrown open for settlement the following year. On October 3, 1820, a land patent was granted to John Shellhorn who built his cabin near the confluence of the Big and Little Flat Rock rivers in the northern part of what later became known as Adam's township. Confidently expecting the county seat to be located there he proceeded to lay out the town of Rockville, but when the boundaries of the county were fixed by the legislature Shellhorn's town was found to be in the northwest corner. Today the straggling village of Downeyville marks the site of the proposed metropolis.

Though Mr. Shellhorn was the first to secure a land patent in Decatur County he was not the first settler. That distinction falls to John Fugit who came into Fugit township, as it is now called, as early as 1819. He was followed closely by Griffy Griffith and others so that by the time the county was organized in 1822 the inhabitants numbered three or four hundred, most of whom were found in Fugit and Washington townships.

It is thought that the first school in the county was taught during the spring of 1822 somewhere in the neighborhood of what is now the town of Clarksburg, although the actual time and place are only matters of conjecture, as no permanent records were kept. Within a year or two schools were found at Springhill and Kingston but only tradition remains to tell us of their character. For several years school growth was slow and the advantages enjoyed by the children of that early date were decidedly meager. The buildings were usually abandoned cabins or empty shops with puncheon floors, greased paper for window panes and the equipment common to the pioneer school in every county in the state.

Many of the early teachers were well educated itinerants from Pennsylvania and Virginia but it was no infrequent occurrence to have the school taught by some fairly intelligent farmer of the community. As a general thing no examination was required but where one was held it was usually oral and decidedly elementary. Frequently the examiner knew less than the applicant and as a consequence the whole proceeding was ludicrous. The terms were short and the salaries low. Women teachers were

rare and as a rule received less pay than the men. Mrs. Minerva Bartholomew taught the Benson school in Fugit township in 1842 receiving eight dollars a month for her services. Elijah Mitchell, one of the pioneer teachers and a confirmed itinerant, was paid twenty dollars a month for a term of five months in 1838. All of these early schools were maintained by subscription.

In 1833, under the new School Law the first brick school-house in the county was erected in Fugit township near the present village of Kingston. Here many notable teachers held sway, among them Rev. James McCoy, Elijah Mitchell and Davis Henry. This was the beginning of the free school system in Decatur County as a part of the tuition was secured through the sale of public lands. This experiment proved so satisfactory and there became such an insistent demand for education that school-houses sprang up all over the county.

The County Seminary Act of 1824 provided for the establishment of one seminary in each county. Such a school was opened in Greensburg, the county seat, in 1834 with James G. May as principal and Elias Riggs, a Princteton University man, as assistant. Among the students who attended this seminary were Thomas A. Hendricks, later governor of Indiana, United States Senator and Vice-President, John F. Ewing, lawyer, and James B. Lathrop, minister and financier, With the adoption of a new constitution in 1852 the seminary system was abolished and the one at Greensburg closed its doors. The building is still standing and is used as a residence.

High schools proper were established subsequent to the adoption of the Constitution of 1851 although many private schools had for a long time been offering courses in higher education. About 1861 a Mr. Strickland introduced the high school branches into the Westport school but when he retired as Principal there, they were dropped and it was 1896 before they were again taken up. Meanwhile the Greensburg High School was formally opened in September, 1869, with C. W. Harvey as Superintendent, and Miss Rebecca Thompson, Principal. Rev. J. R. Walker, a well known Presbyterian minister, taught the languages. At the first commencement held May 21, 1871, two graduates received diplomas. There were forty members of the class of 1916.

The Greensburg High School has had an uninterrupted growth. The increase in the student body together with the development of a modern curriculum made necessary the erection in 1914 of a new and separate high school building costing $100,000.

This is one of the best equipped school houses in southern Indiana. Household Economics, Agriculture and Manual Training are systematically taught and a state aided vocational school will be started in September of this year. Much of the credit for this progress is due Superintendent Harvey and the able men who have succeeded him, D. M. Geeting, former State Superintendent of Public Instruction, George L. Roberts, head of the Department of Education in Purdue University, W. P. Shannon and E. C. Jerman, the present incumbent, who has been in charge since 1903.

The Clarksburg High School began its career in 1881 under the direction of Professor C. T. Hottell. Next to Greensburg this was the first high school in the county to offer a four years' course. It was granted a commission in 1913. Today the following schools are commissioned: St. Paul, Burney, Westport, Letts, Greensburg and Clarksburg. Sandusky will offer a four years' course looking to a commission this year. Two years of high school work are given in four schools in Jackson township, as well as in the towns of Newpoint and Adams. The enrollment in all high schools for the term 1915-1916 was approximately five hundred sixty while ninety-eight were granted diplomas by the commissioned schools.

The trend these days is toward the high school. A decade or two ago graduation from the eighth grade was considered a superior attainment and evidence of sufficient education for all save those professionally inclined. Out of a class of one hundred and forty-two graduating from the eighth grade in 1915 one hundred and twenty-six were enrolled in the high school in September. The demand is being heard everywhere for better school buildings and improved facilities for handling high school students.

Nothing has done more to promote the growth of high schools than the movement toward consolidation. Clinton was one of the first completely consolidated townships in the state. In the fall of 1906 the last district school was abandoned and the pupils transported to the centralized school at Sandusky. Following a fire which destroyed the old building in 1910 a splendid new structure, modern in every respect, was erected. So well has the experiment succeeded that every township in the county has followed the example of Clinton until today only twenty-nine one-roomed schools remain.

Parochial schools offering elementary work only are maintained by the Catholics at Millhousen and Greensburg. Approximately one hundred fifteen pupils are enrolled at the former

place and one hundred fifty at the latter. The Greensburg parish is erecting a new building which they hope to have ready for occupation in the autumn.

Many changes have taken place since the children of John Fugit started to school in the log cabin near Clarksburg. The forests have been cleared, the marshes drained, the blazed trail supplanted by the macadam road. Poverty and want have been succeeded by prosperity and abundance. Magnificent farm houses have sprung up where once stood the cabin of the settler. The pioneer school inadequately meeting the needs of a pioneer people has given place to the splendidly equipped, modern school where education is open to all. And a large measure of praise is due the stalwart men who toiled for the school in other days, often when their paths were filled with seemingly insurmountable obstacles, when the pay was small, the term short and the discouragements many. Such men, pioneers, some of them, were Abram T. Hendricks, W. H. Powner, Benjamin Nyce, C. W. Harvey, J. H. Bobbitt, Francis P. Monfort, and George L. Roberts.

HISTORY OF EDUCATION IN DeKALB COUNTY

By Lida Leasure, County Superintendent.

Early education in DeKalb county was similar to that of other counties in this part of the state. The pioneer having built his dwelling and opened a few acres for cultivation, began to consider the question of a school for the education of his children. The first school house was the typical log cabin. It was located about three miles south of Butler. An early settler thus describes it:

"It was built of round logs, having a puncheon floor and sled-runner chimney. The fire place extended across one end of the building and the door was at the side, near the corner. The chimney was made of mud and sticks. At the end of the room opposite the fireplace was the window, which consisted of a row of seven by nine glass occupying the place of a log which had been left out when the building was raised. It was nine inches high and sixteen feet long, The roof was of clapboards held down by weight poles. The seats were six inch sassafras poles split in the middle with the heart side up and legs in the oval side. The height was suited to the adult and small children required the assistance of the teacher to mount them."

This building was abandoned as others were built in the vicinity and one says it degenerated in its use till it became a pig-pen, the humiliating fate of many an early cabin. These cabins, which sprang up over the county as the settlers increased, had their day and then gave way to frame buildings and these in turn to brick and cement. There is not one of the first buildings remaining in the county. The first site to be used for school purposes and which is still so used is in Franklin Township in the north-eastern part of the county. It is commonly called the Houlton school, named for the first settler in that township.

There are in the county at present five frame, two concrete, and ninety-one brick buildings, making a total of ninety-eight.

For many years the little red brick school house has been the pride and hope of the community, but like its predecessors it is passing with the generation that built it. The modern consolidated building is destined to relegate it to the shades of the past. As the spirit of progress and prosperity spreads its wings over the country, the greater consideration for the welfare, education and culture of the developing citizen, together with the greater ease with which these may be secured, demands a movement forward in the housing and teaching of the children of the country schools.

St. Joe Consolidated School, DeKalb County.

Type of Old One-room Building, Dekalb County.

With the improvement in roads and the increasing facilities for transportation, no excuse remains for the little one-room school where a teacher must direct and instruct children in eight grades, necessitating a sort of whirlwind program by which she may put through thirty-five or forty recitations in a day. The pupil is defrauded of careful instruction, the teacher of an opportunity to make good, and the community of funds unwisely spent.

Of the eighty-two township school buildings, six are consolidated. Two of them have commissioned high schools. Wilmington township is building a new two-room school house and a new building is to be erected in Troy township this year.

Of the cities and towns of the counties, Altona has a two-room building, Corunna will remodel her present two-room building so as to enlarge and modernize it to a three-room one with provision for further additions if needed. Ashley has a six-room building, Waterloo has two buildings, Butler two, and Garrett, three. Auburn has three grade buildings and a high school. The present high school building is soon to be replaced by a new one. This will be beautifully and centrally located on a site recently donated by one of Auburn's liberal citizens, W. H. Mc Intosh, an educator and lover of the school interests of the county for a great number of years. This building, which will be a model one in every respect, costing about $100,000, will be begun this year.

The school history of Auburn begings with its early settlement in 1837, when small schools were *kept* in any available room, but its first distinctive educational movement was in 1857 when the Auburn Academy was opened. This was the day of Academies and one had already been opened in the county at Newville, which was for some years a successful institution of learning. The Auburn Academy was destroyed by fire in 1875 and in 1876 two school buildings were erected, a small ward building and a six-room central one. A regular graded school with a high school was organized with Prof. M. Seiler as Superintendent. This central building was burned in 1880 and replaced by a new one the next year. Since that time two modern and well equipped grade buildings and the present high school building have been erected. Auburn has excellent schools today under the management of Prof. O. H. Blossom and a splendid corps of teachers.

In 1867 a three-story commodious building was erected in Butler for school purposes and Butler's present school system was inaugurated. Rev. G. A. Bowersox was the ruling official.

Butler schools have always been and are yet among the best. They are now under the direction of Prof. Elbert E. Day. Waterloo took steps in 1872 to establish a school which should meet the demands of the community. A six-room building was erected on a beautiful site in the western part of the town and Rev. G. A. Bowersox seems to have been the initial principal of this school as well as that of Butler. Waterloo has now a well organized school, doing fine work under the management of Prof. A. L. Moudy. Garrett schools have had the most remarkable growth, perhaps, of any in the county. The first building was erected in a grove of native trees at the edge of the then town, in 1878 or 9. Since then two other school houses have been built. A new high school building is now imperative and will doubtless be built in the near future. Prof. M. D. Renkenberger is at the head of the schools at present. He is efficient and energetic and is doing good work for the city. Ashley school which is partly in Steuben county has a well conducted and prosperous school under the capable management of Prof. W. Scott Forney. Spencerville and St. Joe which are under township management, have both graded schools and commissioned high schools. These schools are both growing and doing splendid work.

In the early management of the schools of the county, each school was a law unto itself. The texts were whatever the pupil happened to have or the teacher liked best. The length of term was determined by the wish of the community, the amount of money raised, or the success of the teacher. The course of study was *elective*. Pupils elected or parents elected for them such subjects as appealed to them. Arithmetic reigned supreme. A teacher might murder his mother tongue freely every day, but so long as he could do all the *sums* in the arithmetic he was regarded as a very capable teacher. If by chance he ever went down on these his influence was on the wane. Wages were low and not many persons contemplated teaching as a permanent occupation. Men teachers averaged $18 a month and women $10. So-called examinations were often a farce and there was no standard of qualifications.

The school law of 1852 demanding some system in the management of public schools and which provided for the election of township trustees became effective in the county in 1853. Township trustees were elected in the various townships and these proceeded to locate and establish a sufficient number of schools for the education of all the children in their respective corporations. The

appointment of a County Examiner, which officer later became county superintendent, was placed in the hands of the county commissioners. By 1870 good schools were to be found all over the county.

The growth in the management and advancement of the public schools of Indiana brought about by legislation have stimulated a growth in the schools of DeKalb county commensurate with that of other counties.

Locally there have been in times past men and women whose influence in the school room has filtered down through the years and left its impress on the history of the county. The donor of our new high school building, W. H. McIntosh, who was the first county superintendent and his successors to 1911, J. A. Barns, C. M. Merica, and H. E. Coe were all men who worked for the betterment of the schools of the county and their work is still evident. The trustees of the county are men who take their school responsibilities seriously. They are doing their best to advance the cause of education, and their efforts will not be void of success.

The earnest desire on the part of our teachers in general to do good work and to secure good results in their schools should be better known and appreciated by the public. There may be a few time-servers but the mass of the teachers show a praiseworthy willingness to co-operate with both county and state management in discharging their duties.

The people of the county in the main recognize the value of education to the children and to the community at large. Sometimes out of lack of investigation, individuals fail to see the advantages of progressive movements and are slow to adapt themselves to changes, but the spirit of progress sweeps on and in time even these are convinced. So while DeKalb county does not pose as a model in her schools, neither is she at the foot of the class. She will average fairly with other counties of the state of like character.

This year the township schools alone furnish two hundred forty-eight graduates in the Eighth grade, by far the largest class ever graduated. This increased number is no doubt the outcome of recent law which requires attendance at school unless employed, till sixteen years of age.

First Schoolhouse in Delaware County. Built in 1827.

Muncie High School, Delaware County.

HISTORY OF DELAWARE COUNTY SCHOOLS

By Ernest J. Black, County Superintendent.

Like the majority of the sturdy pioneers that came to Indiana, the early settlers of Delaware County were intelligent and enterprising to a degree which led each one to do his share toward the furnishing of the facilities within their reach, for mental training and development. Taking into consideration the date when permanent settlements began to be made in this county, the fact that a comfortable school house was erected in Perry township in 1827 when these settlements were comparatively few would seem remarkable. As may be seen from the accompanying cut, this structure was a small cabin, built of logs of small size with the fixtures and appurtenances usual in those days. These consisted of long slab benches for the pupils, a shorter one for the teacher, a writing desk along one wall, greased paper for windows, a water bucket hollowed out of a piece of a log, a poker, a broom split out of a swamp ash, and last but not least, as it was regarded in those days, the teacher's rod.

In this place it is proper to state that space does not permit the naming of all the sources of information used in the preparation of this sketch but that special mention should be made of the histories of Delaware County written by the late John S. Ellis and by Dr. G. W. H. Kemper respectively.

In Salem township, the first school was taught in 1828-29 by Elza Watkins, who was a man of unusual culture and intellectual ability. So far as known the first school in Mt. Pleasant township was taught in 1831, by David Kilgore, who was elected to the legislature the following year and a few years later was elected judge of the circuit court.

As late as the year of 1831, Liberty township, was without schools. In that year William J. Moore was sent by his father, John Moore, to Wayne county, Indiana, where his uncle lived, the object of his visit being to attend one of the schools of that county. Upon his arrival he found the school closed from some cause and on foot he was compelled to trudge back home. It is not known how much this had to do with the first school in Liberty township but it is certain that John Moore founded the first school room after his son's return, in an empty cabin on his farm. The first term was two months in length and was maintained by subscription.

The first school in Delaware township was taught by Joseph

Godlove in his kitchen. As to whether he had any rooms in his house other than the kitchen we are left to guess. In those days at Christmas the teacher was expected to treat or take a ducking. It is said that Mr. Godlove refused to treat until he saw the hole in the ice, when he changed his mind.

Washington township, having been settled mainly by traders, did not maintain a school until 1833-34 when it was taught by Mrs. Olive Heal in her own home for the benefit of her own and her neighbors' children. A school house was built in 1839 and Ezra Maynard was the first teacher.

If space permitted we might go on and enumerate the beginnings in other townships. It may be added that orginally the county schools were in a condition corresponding with the ideas of school work in the backwoods settlements. While it is no doubt true that many of those early teachers were zealous and energetic in their calling, much the larger proportion of them were selected, not so much because of their known but of their supposed qualifications. Blackboards were things unknown, wall-maps were not in use, textbooks were few, varied and unsuitable, houses and seats were uniformly inconvenient and uncomfortable.

Still, amid all these difficulties, the friends in favor of a general system of public instruction continued to work and look forward with hopes of ultimate success. The rounded side of the slab bench was turned over, flat side up; the rounded log house to a hewed log house; the greased paper to bright window glass; next came the solid brick with better light and ventilation and a single desk for each pupil. Now, after three generations we have the consolidated schools with their perfect lighting, forced ventilation, furnace heat, well trained teachers and wagons to convey the children to and from the school.

Delaware county stands out preeminently as a pioneer in the consolidation movement. From a small beginning in 1898, the movement has had a gradual but steady growth up to the present time. Out of a total of 130 school districts in 1898 a total of 76 districts have been abandoned. Something like 85 wagons are used to transport 1,509 children at an expenditure of $25,913.18 As a result of consolidation 10 buildings have been erected at an approximate cost of $211,000. At least three more buildings are contemplated in the near future that will cost approximately $70,000.

Since the advent of consolidation the township high school has become a strong factor in keeping the boys and girls in school.

At present there are 8 townships high schools, seven of which are commissioned. In these high schools 449 pupils are being taught both academic and vocational subjects by 28 teachers.

With the modern wagons, the modern buildings and well trained teachers, the country children enjoy the same school advantages as their city cousins.

The first school in Muncie-town, was taught in a log cabin that stood at or near the southwest corner of Main and Walnut streets, during the winter of 1829-30 by Henry Tomlinson, a native of North Carolina, who had come here a short time previously from Preble county, Ohio. The families represented in this school were about eight in number, sending some twenty pupils. It was maintained by subscription, the patrons agreeing to pay so much for each and every "scholar." Such was the custom of those days. As a consequence the schools were not continuous, occupying about three months during the winter, with an occasional summer term.

Under the provisions of the Constitution of Indiana adopted in 1816, a County Seminary was established in 1841 on a square of ground donated by George W. Garst in the present city of Muncie. Upon this a building was constructed and paid for largely by voluntary subscriptions. At the first meeting, of the board of trustees, no donations were offered to secure the erection of a school house, but at another meeting there was manifested an eager desire in several parts of the town to have one built. The citizens generally contributed freely. One of the first teachers was Volney Willson, who with a stern hand, reduced the unruly spirits to a fair state of discipline. The advent of James S. Ferris, in 1847, as principal marked an era in the growth of the fine educational spirit which now characterizes the city. George W. Hoss came in 1852. The fact that his receipts for a year amounted to $600.00 is evidence, considering the times, that the seminary was prosperous.

Until the year 1853, the Muncie schools were under the direction of the township trustee and were supported wholly by the township school fund and a general tax. Under such conditions it was impossible to maintain terms of sufficient length to satisfy the people and "pay schools" were the rule with the exception of a few weeks each year. In the fall of 1853, a special tax was voted and the schools took on new life. The support of the people of the city has always been liberal in providing buildings and equipment for its schools and in arranging for such additions to their

facilities and courses of study as the growth and increasing needs of the community demanded.

The first high school department was organized in the year of 1867. In the first graduating class there were seven members. The graduating class for the present year numbers sixty-eight. The largest class ever graduating from the high school was that of 1911, numbering eighty.

The first high school building was erected in 1879. This was in service until it was torn down to make room for the present building which was occupied for the first time in the late fall of 1915. This is a magnificient fireproof structure of about 135 rooms, erected at a cost of $256,821.92. It provides quarters for the academic and vocational departments of the junior and senior high schools and also for the vocational night schools.

It may be said in conclusion, that, in buildings and equipment, in the number and practicability of courses offered; in the character and efficiency of work done, and in the interest and co-operation of patrons and citizens, the schools of Delaware county rank with the very best in the State and in the country as well.

DUBOIS COUNTY

By William Melchior, County Superintendent.

The pioneer schools of Dubois County were subscription schools and no records were kept for the public. About 1820, we had a half dozen communities that regularly maintained short term schools annually. The requirements of the teachers were few and many of them figured only as far as the "rule of three." One of the necessary qualifications was to be able to make and mend goose quill pens; another was that he possess physical and moral strength. Books and apparatus were scarce and the build-

Type of Log Cabin School that has Disappeared. Dubois County.

ings were rude. The county owes much to Rev. Andrew Strain for his devotion and unfaltering zeal in the cause of education during the pioneer times of the county. For eighteen years he labored in the service of the schools as "School Examiner." He was a leader among men and his impress left on the schools forty years ago, seems there to stay. One of his successors aptly says that Rev. A. J. Strain lives in the memories of all who knew him.

But time brings changes. The log school houses had to give way to better ones. Progress became the watchword. The people of the county awakened, and inspired by progressive leaders, saw the value of higher education. The attendance in the high schools has steadily increased and a great many of our students have entered the higher institutions of learning. The

growing feeling that a course including the high school as a minimum for our boys and girls must be maintained, has quickened the work of the grades and has made a demand for common school diplomas that is most gratifying. Vocational Training has added additional stimulus and called for more commodious buildings and emphasized anew the ever increasing need of teachers capable of arousing in the youth the desire for social service, as well as of preparing them for industrial efficiency.

Ireland Public School, Dubois County.

Dubois County now has seven Commissioned High Schools, as follows: Jasper, Huntingburg, Birdseye, Ireland, Holland, Jasper College, and Ferdinand Academy. Besides, one Certified High School at Cuzco and several non-certified. The high standard of the schools is unquestioned. The buildings are modern and well equipped. The needs of Community Centers called for Commodious Auditoriums and they were supplied. Here the people gather in mass meetings to hear leaders of education, with their messages of a brighter hope and a higher service for mankind. The District schools are trying to keep up the pace set by the high schools. The new one room buildings are

models of construction, being sanitary and convenient. All in all, the schools of Dubois County are keeping abreast of the times.

Rev. A. J. Strain was considered the father of the county schools and was succeeded by E. R. Brundick, who served six years. He was followed by George Cooper who served as county superintendent for two years and was in turn followed by Andrew M. Sweeny who served eight years. After this, Prof. George R. Wilson the county historian was at the helm for fourteen years and was followed by the present incumbent William Melchior, in 1903.

Huntingburg has the largest school organization in the county. Their high school dates from 1882. The enrollment is over 100. Their buildings and grounds are worth $75,000. Their Superintendents have been: F. S. Morganthaler, J. T. Worsham, F. D. Churchill, F. B. Kepner, J. P. Richards and N. F. Hutchison.

The leaders of the Jasper schools have been: Geo. Cooper, Andrew M. Sweeney, John Logan, T. K. Dougherty, R. M. Milburn, E. F. Sutherland, Bertram Sanders, W. E. Wellman, S. P. Shull, Chas. A. Barts, and Margaret Wilson. The High School building is supplied with the latest and best equipment. and the future of the school is assured.

The leaders of the Birdseye School have been Rufus Dearborn, Sampson Cox, Alvin Whaley, John Bates, E. L. Fisher and O. H. Inman. The schools are well furnished and the school spirit of the community cannot be excelled.

The Holland School had Horace Kean, Ed. H. Kunz, H. W. A. Hemmer and Alice Katterjohn as leaders. No school in Southern Indiana can rival the Holland Schools when it comes to meetings for patrons and citizens. It seems that the entire community turns out. All are willing to learn. They have gala days on the annual Short Course for Farmers. Their Boys and Girls Clubs are known far and wide, and it is apparent that the Holland schools are fulfilling their mission.

The Cuzco School is new but aggressive. The leaders have been: Laura Milburn, Doris Buck, and John Deick.

Jasper College was organized in 1889. Their beginning was small but their growth has been pleasing. The campus and grounds are valued at $100,000. The library and museum are not excelled in southern Indiana. Their teaching corps consists of College and Normal Professors. They were commissioned as a high school in 1912, and have a preparatory and Commercial

Course besides the College Course. Their students hail from different States of the Union and some of their graduates are business leaders in the varied industries of the nation.

The Ferdinand Academy was organized in 1867. Today the estate numbers hundreds of acres that are well tilled and the building rivals any in the state. The Academy has been Commissioned as a High School and Certified by the State as a Normal Training School for teachers. The Courses of study are Normal, Literary and Art.

A list of the pioneer teachers that aided much in the development of the county would seem endless. Suffice it to say that from the list of our teachers have come our Congressmen, Judges, Attorneys, Physicians and professional men and women.

EDUCATION IN ELKHART COUNTY

By A. E. Weaver, County Superintendent.

The interest in education is on the up-grade. Teachers, pupils, and parents are co-operating as never before to bring the efficiency of the work in the schools to a higher standard.

In the institute work, teachers have been showing that they are in earnest, and are willing to do what is necessary to bring about the best results. More pupils complete the eighth grade and enter high school, partly as a result of this and partly because the work has been made more practical, due to the vocational education law. Parents have also helped to bring this about by holding numerous farm betterment meetings and kindred meetings. Besides, the school contests, both county and local, in the industrial exhibits have done much to promote co-operation, and have had a distinct educational value.

As stated above the vocational education law is of great value. While some of the phases of agriculture and domestic science, and to some extent industrial arts, have been difficult to work out, lessons in what can be done have been learned and in the future fewer mistakes will be made. It seems that the great lesson learned is that simple and practical things are the most worth while.

Centralized schools are increasing in number and popularity. Two townships have complete centralization, two have abandoned half of their schools, and all four have modern buildings. Besides these, one township abandoned several schools and helped the town in the township put up a joint building. These five have commissioned schools, there being only one non-commissioned school in the county, and this one is doing but two years work. There are four other commissioned high schools in the county. These are located and directed by the cities and towns.

Central School, Waterloo Township, Fayette County.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF FAYETTE COUNTY

By Claude Trusler, County Superintendent.

The old log houses of some generations ago, which form so large and so lovable a part of song and poetry, already are a sacrifice to the teeth of time. And their legitimate descendants, the Little Red School Houses, sitting so sacred in the memories of men, are being replaced by modern structures, better in all save sentiment than were they.

There have been large hopes and steadfast visions of better things. By the medium of consolidation the work of rural schools has been deliberately reconstructed, re-directed, and founded anew, in a manner which reasserts and reestablishes the ancient principle of equal rights for all.

In Fayette county the process of consolidation is nowise distant or foreign, for it is, and has been, going on here, probably as swiftly and as plainly as in any part of Indiana.

Twenty-one district schools have been abandoned. This County now has nineteen district schools, and eight consolidated schools. East Connersville has one school-building and Connersville City four public school buildings.

Some of the great advantages of our consolidated schools are, the possibility of industrial training, laboratory work, access to good libraries, and definite instruction in music and drawing.

In these centrally located schools with primary and intermediate grades capped by a four year's high school course the opportunities for education are equalized between the city children and the children of the country. Convenient social centers are formed. Local interests affiliate so that public use is made of the class rooms or auditoriums. Encouragement is given to our literary societies, social clubs, athletics and other competitions among pupils.

As the style of living has improved the schools of this county have kept pace with the onward march of progress. Today they are one of the main agencies in county and state advancement.

One idea which actuates patrons, trustees and school boards is that the school should be in harmony with other institutions. Citizens everywhere in this county are helping forward the school improvement movement and are giving their support to make both the common and high school a still greater force in the life of the child.

Improvements have been made in school property which are remarkable. Since June 1907, a period of nine years, a program of construction and modernization has been carried out. A new modern consolidated building has been erected in each of the following townships: Harrison, Posey, Orange and Waterloo. Centralized buildings built prior to 1907 in Harrison, Jennings and Fairview have been enlarged, improved and modernized. Four new district buildings have been constructed: Two in Columbia, one in Jackson and one in Fairview. Two townships, Connersville and Columbia, do not maintain consolidated schools.

The high school work in three township consolidated schools, Jennings, Orange and Fairview, has been inspected and certified by the State Board of Education. These schools have taken an important step upward in their rating. Conditions broadly speaking have been raised to a high plane. Such details as the library, light, heat, ventilation, general sanitation, length of school term, qualification of teachers and daily program entered into the examination and inspection by the State Board.

Waterloo and Posey townships have accredited high schools. Jackson and Harrison townships have non-commissioned schools. The Connersville High School is the only commissioned High School in the county.

Closely related to the work in agriculture and domestic science in the high schools is that being done in the district schools. Every district school in the county having the seventh and eighth grade pupils gives two recitation periods per week to elementary agriculture and domestic science. The recitations are anticipated by the children with eagerness. These schools are fully awake and they are keeping up with the procession.

Music as a part of education which prepares pupils for life has been coming strongly to the front in this county each year for at least a decade. There is a piano and a good one in every high school in the county, and in more than one of the common schools. Nearly every piano is entirely paid for. The industry of the schools in giving socials and thus raising funds to pay for the instrument is proof of the interest of the schools in the property. The situation is an inspiring thing to lovers of music.

Interest in local history was aroused here in 1914 when J. L. Heinemann's tract concerning the Indian Trail down the White Water Valley appeared. The study of county history is now an established part of the curriculum. Not necessarily county his-

tory but Indiana history, and history which lies closer to the home soil is now a part of the work in every school in the county.

Connersville Public Schools took their present general form in 1903 with the erection of a modern high school building. There are twenty-six elementary school rooms in three grade buildings.

Some building features are: Standard approved wall colors; modern ventilated toilets; semi-indirect electric lighting; and forced heating systems.

Some elementary school features are: Departmental work in grades 5, 6, and 7; children's libraries; supervised play; standard records.

The high school has the following features: Elective program; a system of students' advisors; literary and debating clubs; successful school paper; course in history and appreciation of music; motion picture machine; system of film exchange; fine statuary and original pictures by Bundy, Girardin, and others; and student and faculty co-operation in various high school activities. The eighth grade is with the high school.

A distinctive part of the equipment is the Hawkins Playground. The grounds are the gift of Mr. E. V. Hawkins. They are equipped by private subscription and by public appropriation by the Board of School Trustees according to an act, Chap. 81, Acts of 1913. The Board owns and controls this as it does any other school property. The area is three and one-half acres. The equipment includes a complete field house 28x42 feet, tennis courts, running tracks, ball field, swings, slides, wading pool, giant strides, hockey field, basket ball, etc. arranged for boys and girls. A playground director is in charge full time in the summer and part time in fall and spring. Group games are a feature of this work.

The most recent addition to the school is the Marguerite Thiebaud Scholarship in Earlham College, founded by Benjamin F. and Alice Thiebaud as a memorial to their daughter. The scholarship provides an income of three hundred dollars a year, towards the tuition and living expenses of a graduate of the Connersville High School in Earlham College.

FLOYD COUNTY SCHOOLS

By GLENN V. SCOTT, County Superintendent.

The first school in Floyd County was taught by Andrew Mundall from Kentucky in 1806, where the town of Greenville is now located. In 1809, Benjamin Haines laid out the town of Greenville and in 1810 the first subscription school was opened by Huffman and May. Later Redman donated an acre of ground and built a seminary at a total cost of twenty-eight hundred dollars. The state furnished five hundred dollars of the above amount. This house was sold to Jesse J. Brown in 1852 for one thousand dollars. The first teacher of this school was Norman J. Coleman who became Lieutenant Governor of Missouri in 1878.

The first school in the section of New Albany was in what is now Silver Creek Township, Clark County. This school was opened six to eight weeks annually, and taught by the following teachers: Richard Slider, James McCoy, Andrew McCaffery, George McCulloch and Spenser Littel. About this time the Scribners laid the foundation of the schools of New Albany. A generous plot of ground was given by the founders for a City park and a five thousand dollar fund for the maintenance of the schools. The proceeds from this fund enabled them to establish their first school with an enrollment of twenty pupils and a teaching force of one man. The school structure was a one-room building of log with clapboard roof. After a service of ten years the teacher was granted an assistant—and after a period of twenty years, two assistants. In 1850, the Scribner high school and three ward buildings were built. During the civil war the schools were closed and the buildings were used for hospitals for sick and wounded soldiers brought from the south across the Ohio river. The maintenance of the schools required a large amount which, of course, was raised through the usual channels, but the Scribner fund of five thousand dollars was left intact and the interest from its investment formed a portion of the tuition fund. This city has probably the only endowed public schools in the State.

The first school houses scattered throughout the county were, of course, made of green rough logs, with mud chinked in between, and an open fireplace at one end. The benches were of split logs without backs. The books used were generally any book that happened to be in the home.

After 1852, the school system as a whole began to grow rapidly and make many improvements. This small beginning has grown

by adding from time to time, better building and equipment. The teaching force is giving more time and money for better preparation. In 1905, the city of New Albany erected the present high school building and a suitable building replaced the old Scribner school for the purpose of housing the colored high school pupils. Soon after, all of the large buildings were repaired and modern heating plants and modern conveniences added to them all.

The Main Street school received a large addition and became a departmental school. The trustees have just completed the Silver Street school building. This building is the last word in school architecture and school conveniences.

In 1914, three modern school buildings were erected in New Albany township. In 1915, a beginning in consolidation was made by erecting a building that is modern in every respect, doing away with three overcrowded district schools. This school is meeting with a marked success, both as to school work and community advancement. The people are already calling for more such buildings.

The old buildings have within the last year or two been repaired and repainted over the entire county. Since our campaign in 1914, for better kept buildings and grounds, a great improvement has been made.

As a summary we might add that the enrollment has grown from a few to five thousand. The corps of instructors has increased to one hundred fifty-six. It required but little to conduct the first school, now the expenditure for maintenance of the schools exceeds one hundred thirty thousand dollars.

Type of First School Building and Playground in Fountain County.

Modern Consolidated School, Fountain County.

HISTORY OF FOUNTAIN COUNTY SCHOOLS

By MANFORD F. LIVENGOOD, County Superintendent.

From the earliest period in the history of Fountain county its populace, as a general rule, have been favorable to the securing of good educational facilities, and have not refused to vote money for the carrying on of the public schools, since that system was first really established as a part of the policy of Indiana. At first, when the old subscription schools obtained here, there were some who did not favor taxation for common schools, but it was not long before this notion was outgrown, and since then our tax-payers have not begrudged the school-tax levy.

Many of the first to settle in this county had none too good an education themselves, but all possessed sufficient knowledge to desire that their children should have more and be better equipped for the great contest of life.

The first schools taught in Fountain county were not of a very high order, and it is related that the rod was looked upon as being as important as the textbooks, yet, from these early schools, went forth into the world men who have been a credit to almost every station in life, and not a few have become exceptionally famous. With the flight of years many advancements have been made, until today, the school system as carried on here ranks well with any of the counties of the great commonwealth. Her certified and commissioned schools have proven a good thing for both taxpayer and student. Nearly every township in the county has its own high school now, and pupils can have the advantages of such grades and yet board at home, as they are provided by public funds with the necessary transportation to and from these central schools.

The first school house in Fountain county was erected in Shawnee township in 1824, near Coal Creek, on land that George Stewart entered. The next year, another one was built near the southern line of the township, on section 11. One was built in Rob Roy in 1828. Later on, one on the south side of Big Shawnee on the Attica and Newtown road. These were built of logs which the settlers made common cause in drawing together and lifting to their places in the buildings. They were not commodious, but served well to tide over the requirements of the times.

John H. Martin was the first master to teach in this township in the Stewart school. Other early teachers included those at Rob Roy, in the person of Rufus A. Lockwood, who became

an eminent lawyer in California and lost his life at sea coming around South America for home. He had a national fame and brought law and order out of mob-rule in California. His only son is a well-to-do farmer in Tippecanoe county now.

In VanBuren township the first school house was erected in 1825, not far from Chambersburg. It was a log building with split timbers for seats, greased paper for window lights, and the ground for a floor. It did not have the accustomed big fireplace. A bank of earth was thrown up against the building on one side, inside the house, where a fire was built, the smoke escaping through a hole in the roof. Teachers then, did much outside work, and it is stated that in this district the teacher frequently went out and washed sheep and tied up wool at noon time and plowed corn before and after school.

In Covington and Troy township, the earliest school was taught in the temporarty frame court house, and here it is supposed the first term was taught by William Robe. Before many years a small brick building was provided in the south edge of town, and in 1843 a larger frame structure was built. Benjamin Rankin taught in 1845, and was succeeded by Rev. C. F. Smith, who was terribly beaten by the rough boys. In 1862, a brick house was erected having six departments, but within a few years this proved too small and another was built. This building, erected in 1876 was destroyed by fire on Memorial day, 1910, and a new commodious structure has taken its place. Besides this, a beautiful high school building stands on the same street a little farther to the west. Both are modern in every particular.

The first school in Attica, Logan township, was erected on the northwest corner of what is now called Washington Square. The first teacher of which there is now any authenic account was Thomas McFerren, in 1832, who afterwards served as postmaster at Rob Roy for forty years. In 1839, a frame school building was erected and in 1849, the South brick building was constructed, and in 1851, the Canada building was provided, Thomas M. Coen being the first to teach therein. In 1867, a forty-thousand dollar modern building was erected, the same having ten rooms and capable of seating five hundred pupils. This school edifice was highly complimented by the state authorities. In recent years a $50,000 high school building has been added. This splendid building in connection with the one built in 1867 furnishes ample provision for the more than one thousand school children of Attica.

The schools in Richland township were similar to those of

other townships. The old fashioned log house with its greased paper windows and puncheon floors and hewed seats was the typical school house. Sixteen frame buildings in time took the places of such buildings. Consolidation was early welcomed in this township and today, but two school buildings furnish shelter for all the children of the township. These buildings are modern in every way and in marked contrast to the early structures. Both these schools have a commissioned high school thus affording the best opportunities possible for school children.

In Cain township, the school history has been fraught with many disappointments, but has finally reached a high standard. The township now has but two schools outside of Hillsboro which is a commissioned high school.

From the humble beginnings shown above in each township, the county now has but few poor rural buildings, but instead, a number of modern, up-to-date, consolidated school buildings. There are now in this county eight commissioned schools in easy access to each township, with others in the course of construction.

The accompanying pictures indicate the progress of the school spirit in Fountain county.

One of the Older Schools in Franklin County.

Laurel Public School, Franklin County.

A BRIEF REVIEW OF THE GROWTH OF EDUCATIONAL AFFAIRS IN FRANKLIN COUNTY

By T. J. McCarty, County Superintendent.

According to the terms of the Ordinance of 1787 the sixteenth section of land in the county was set aside for school purposes. It so happened that the sixteenth section in most instances was poor soil and the revenue accruing from the sale or rental of this land was small.

Owing to lack of funds the first schools in the county were subscription schools and their establishment and maintenance depended on private charity.

Following the period of subscription schools the state legislature passed an Act empowering the circuit court to provide for the establishment of Academies. Under this provision Academies were established in Brookville, Laurel, Mt. Carmel and Peoria.

These schools were of great influence in creating a sentiment for better educational advantages and in training men who later became leaders in this work.

The Brookville Academy was the forerunner of the Brookville College—established for higher education and was so efficient in its management and character of work done as to attract wide attention.

Prior to 1873 the schools of the county were in charge of three "examiners"—among whom W. B. Maddox was most prominent.

In the beginning, teachers were examined for licenses by school directors in reading, writing and arithmetic, only. Many of these directors could neither read nor write. My father was a teacher at this time and on one occasion was given a license because he met successfully the test of spelling the director's name—Mergenthall—pronounced—Mik-en-doll.

The first record shows that licenses were issued for six, twelve, eighteen and twenty-four months. No grades were given—applicants passed or failed on general principles, presumably.

In 1873, the law provided for a county superintendent and C. R. Cory of Fairfield was elected. Cory served two years and was succeeded by A. B. Line who served one year and in 1876, C. R. Cory was again elected serving until 1881.

With the installation of M. A. Mess as county superintendent in 1881 the real work of school administration and supervision began.

From the time of Mess down to the present the office has been

filled by the following persons in the order named: A. N. Crecraft, 1886 to 1891; W. H. Senour, 1891 to 1902; A. J. Reifel, 1902 to 1909; T. J. McCarty, 1909 to...

There is complete analogy between the old maxim, "as is the teacher so is the school," and as is the county superintendent so is the county system of education. Franklin county needs to make no apology for her county superintendents—each has kept whatever good was inaugurated by his predecessor and initiated new movements for the betterment of the schools whenever opportunity offered.

Franklin county has an enviable record in the Young People's Reading Circle work. The interest in this good work was created by county superintendent A. N. Crecraft, and all his successors have been faithful in their efforts to keep alive and even to intensify this interest.

The greatest number of teachers outside of Brookville at any one time in the history of the county was 121; present number 89.

Greatest number of children enumerated in any one year was in 1879, 7,710. Number enumerated this year, 1916, 4,177.

The decrease in school population has resulted in the abandonment of twenty-two school buildings. The process of abandonment is destined to continue for two reasons—one just mentioned and the other—the sentiment is growing in rural communities that the children there are entitled to the same educational advantages as are the children in the cities.

A modern brick veneer building was erected in Laurel last year at a cost of $15,000.00, and it is the purpose to install a four year high school in the near future. Laurel township is getting things in shape for complete consolidation. Centralization is being agitated in other communties in the county and in the next decade Franklin county will do more than she has done in all her past history in the way of new buildings and the consolidation of her schools.

Three years ago Brookville erected a twenty-six room pressed brick building with lime-stone foundation and slate roof. This building when fully equipped cost $50,000.00.

The building at Cedar Grove will be remodeled and enlarged this summer in accordance with the sanitary school house law of the state.

I find the work in order to keep pace with modern educational progress, growing burdensome in the absence of assistance.

The following things I do:

1. Grade almost all the teachers' manuscripts—very few being sent to the state.
2. Grade all the eighth year manuscripts.
3. Attend all the commencements and present the diplomas.
4. Visit each school twice during the year and some oftener.
5. Prepare institute work and attend a session each Saturday during institute season and preside.
6. Conduct all the office correspondence.
7. Preside over every session of the County Teachers' Institute.
8. I have made Franklin County a unit under the State Teachers' Retirement Law.
9. Am working up a sentiment for, and taking subscriptions to the fund of $500.00 required for a County Agricultural Agent.
10. I expect to devise during the summer for use in the schools of the county next year, a scheme for "Home Project" work.

In conclusion, I think I may say without any fear of being convicted on the charge of egotism or self-praise, that from what Franklin County has done and is doing now, she stands well among other counties of the state in educational progress.

Oldest Schoolhouse in Fulton County.

New Castle Township School, Fulton County.

BRIEF HISTORY OF FULTON COUNTY SCHOOLS

By HENRY L. BECKER, County Superintendent.

Fulton county is primarily a rural community and when the early pioneers migrated to this county they found practically the entire area covered with extensive forests of oak, elm, ash, etc., and the pioneer's first problem was to clear the lands and drain the swamps.

The first settlers came to the county in about the year 1830 at which time there were seven white persons living in the county, and the first farm-house in the county was erected by Benjamin Benjamin in the year 1832.

From the very beginning these early pioneers did not neglect the education of their children and the first schools were generally taught in the home of the teacher and were supported by private subscription, but as soon as a community had a sufficient number of children, a school site was selected and a school building erected. These buildings were constructed of logs similar to the homes of the pioneer and were usually quite small. None of the log school buildings exist today but a few of the log dwellings are still to be found in the county.

Among the early schools in the county the following might be mentioned: In the winter of 1837 a school house of round logs was built on the Abia Bush farm in Richland township and for three or four years this was the school that all the children of the township attended. In 1842, a similar building was erected near the present site of the Sand Hill School in the same township and was called the "Cross Road School" the site being at the intersection of a road with the Michigan road. In 1840 Union township was divided into four school districts and the first log school house was erected about one mile west of the present site of Kewanna. The first school taught in Wayne township was taught by a Miss Conn in a log cabin built by the Michigan Road Company for their employes. Thomas McMillan taught school in a log cabin on his farm near Fletchers Lake in 1838 and the first building to be used exclusively for school purposes was erected in 1839 on the farm of John Mathews. Felix McLaughlin was the first teacher. The first school house constructed in Aubbeenaubbee township was erected on the farm of Lewis Pratt in 1845. The building was made of round logs and two years later a similar building was erected near the present site of Leiters Ford. These buildings were usually 12x18 feet in dimension and

during the winter months from 40 to 45 pupils were crowded into one building. In 1834 the citizens of Henry township erected a log school house on the farm of Asher Welton and in 1840 a similar building was erected on the farm of Daniel Whittenberger and John Whittenberger taught here during the winter of the same year. In 1846 a log house for school purposes was erected on the Oliver farm just north of Mud Creek, in Liberty township, and in 1851 Judge Wright of Logansport, at his own expense, erected a log school building in the village of Fulton. In 1839 Ambros Meredith conducted a school in his own home, which was the first school taught in New Castle township.

The first teacher in the county was Miss Mary Jane Ward and some of the other early teachers were Oscar Piper, Miss Jane Hill, Mr. George Perschbacher and Mr. James F. Wagoner who taught the New Ark, now Akron, school in 1852.

The terms in these early schools were usually three months long and the salaries of the teachers usually ranged from 75 cents to $1.50 per week including board which was provided by the teacher boarding around among the patrons.

That the one-room school predominated in the early education of the county is evidenced by the fact that 25 or 30 years ago there were over 90 one-room school buildings in the county and all were in use while today we are using only 50 one-room school buildings.

It has been the policy of the school officials of the county for the past ten or fifteen years, that whenever the roads of a community are so improved as to make transportation of pupils possible and whenever the community is ready to abandon its one-room schools, a central site is selected and a consolidated centralized school building is provided so that today we have eight such schools in the county, ranging from two rooms up to six rooms in size.

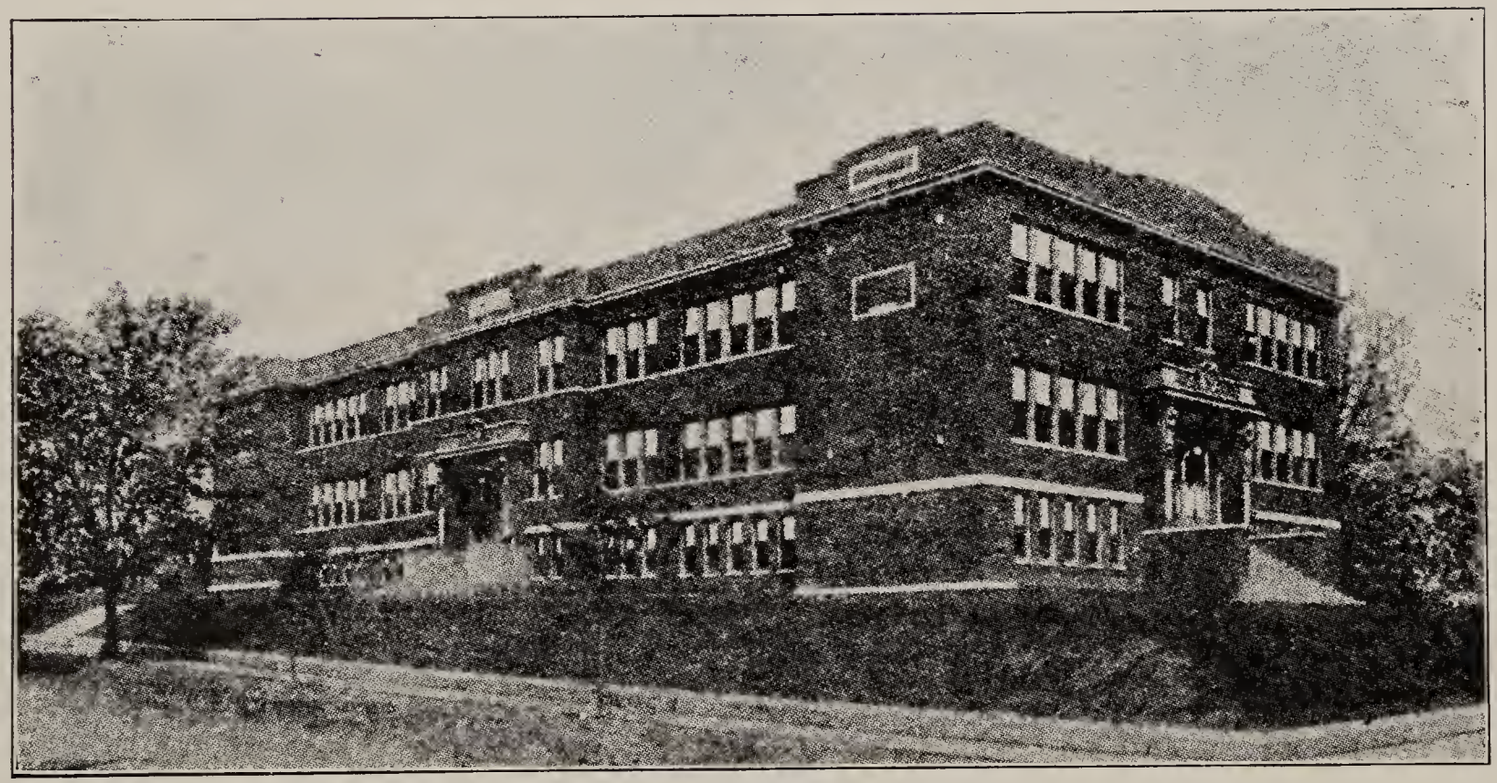
That these consolidated schools are desired and satisfactory to the parents and taxpayers of the county is evidenced by the interest which these people take in these schools. Each school becomes a community center and a genuine community spirit is manifested, also out of a total enrollment of 2,922 in the township schools last year, 1,408 pupils were enrolled in the centralized consolidated schools. The average daily attendance and the per cent of attendance is from 15 per cent to 20 per cent better in these centralized schools than in the one-room schools.

The Township High School

In no other line of modern school work has there been greater progress than in the growth of the township high school. A few years ago we had only two or three high schools in the county, while today we have a high school in each of the eight townships in the county. Six of these schools are commissioned and two are Certified. The most phenomenal feature about these schools is their increase in enrollment during the past few years, so that today our buildings are all getting too small. Last year we built a separate high school building at Akron for Henry township and an addition to the Grass Creek building for Wayne township. This year we are building a grade and high school building at Talma for New Castle township also additions to the Leiters Ford and Richland Center buildings with a view of relieving the crowded conditions and making suitable and adequate provisions for the high schools at these places.

Pre-Vocational Subjects

The introduction of the subjects of Agriculture, Domestic Science and Industrial Arts into the public schools has certainly added new interests to the school work. In agriculture, it is our aim not to limit this work to discussions from various text books, but pupils and teachers are required to make demonstrations such as are suggested by the course of study and to go out into the fields with pupils and direct them in the various farm activities under consideration. Last year for the first, we organized Boys Corn Clubs in each of the townships and in spite of the abnormally unfavorable conditions for growing corn, we had 75 boys enter the contest. This contest closed with a county corn exhibit where each contestant made an exhibit of the best ten ears, and the winner in each township was awarded as a prize a free trip to the "Farmers' Short Course" at Purdue. Over 90 boys have expressed themselves as willing to enter the contest this year and under favorable conditions every one of these boys will complete the project, all of which means a greater interest in farm activities and farm life.



Princeton High School, Gibson County.

A CENTENNIAL SKETCH OF EDUCATION IN GIBSON COUNTY.

By Wilbur F. Fisher, County Superintendent.

The county of Gibson was originally a part of Knox. In 1813 it was organized into a separate county. During the early days of Gibson county, the territory, being thinly populated, schools were exceedingly few, and the chances of the average boy or girl for an education were greatly limited. Schools had no regurlarly adopted texts. The pupils brought any books that might be found in the home, such as an arithmetic, reader, or Bible. The schools were sometimes held in an empty room or a double log house. In one instance that we know of, the schoolmaster, at night-time, would retire to his bed in the corner of the school room, leaving the boys of the neighborhood to work out their "examples".

After "snoozing" awhile, he would suddenly awaken and ask them how they were getting along. Giving any help he thought necessary he would resume his slumber. The boys, after working for some time, would leave him, to return next morning. Sometimes school was held in an abandoned log house, if such could be found in the community.

Very few school houses were built in the days of our very earliest schools in southern Indiana. Probably the first school house built in Gibson county was located on the banks of Robb Creek, near Hazelton, in 1807-08. The building was small, constructed of logs. The second school was taught by Joseph Duncan, in 1808, in the southeast corner of section 11, a half mile northwest of where Owensville now stands. From 1807-1814, a number of families settled near Princeton, Indiana. The first school in this neighborhood was held in a vacated log house. The chimney was made of sticks and clay. The floor was puncheon and a large fire place extended almost across one end of the cabin. The door was supported by hinges made of wood, while greased paper was used instead of glass to admit light. In some localities, as at Patoka, where the first school was taught in a log house much like the one just described, the children were escorted to school by their fathers and brothers who were armed. This precaution was taken because of Indians who were greatly to be feared in this vicinity. At night the families of the community retired to a block house in a stockade nearby for protection.

The instruction at this time was confined mainly to the three "R's". There was no regular "Course of Study". Occasionally

some teachers would introduce Algebra or Latin along with Arithmetic, Writing and Spelling. As the population slowly grew, schools were started in various places in the county. At Patoka about 1820-30, the first school was located, it seems, in the old "Aunt Polly Fisher" house. In-so-far as we know, none of the oldest school houses are now standing. Other schools were started in other parts of the county about this time but lack of space forbids mention of them here.

Previous to 1852, the County Seminary was the only school which did regular High School work. The Seminary in Gibson county was located on the present site of the new High School building. Since the Seminary was abolished, high schools have sprung up over the county in numerous places, so that there is a good high school within the limits of each township excepting one. In Wabash township there will be a high school this year. There are now nine commissioned and two certified high schools. The certified schools are now each working for a commission. One of the commissioned schools located at Princeton is a colored school. This year a good high school will be within reach of every child in Gibson county. In the selection of teachers, the preference is given to those who are high school graduates and to those who attend school.

In the earliest days of education in southern Indiana, no strict tests were required to determine the fitness of teachers. A law passed in 1824 provided for the election of three trustees in each township, a part of whose duties it was to examine teachers and grant licenses. The subjects covered in the tests were reading, writing, and arithmetic. A law passed in 1831 provided for a school commissioner for each county, whose duty it was to look after the school funds. In addition to the three township trustees, and the school commissioner, a law of 1833 created three sub-trustees in each district who examined applicants and employed teachers for the districts. Any householder, on the failure of the trustees to hire a teacher, was empowered to employ such teacher.

In 1837, the legislature passed a law authorizing the appointment annually of three examiners whose duty it was to examine applicants and grant certificates to those possessing the requisite qualifications. By this law, teachers were required to have certificates. In 1849 a law was passed under which each district retained just one trustee. Ten years later, the three township

trustees were reduced to one. In 1861, the examiners were reduced to one in number.

In 1873, the office of County Superintendent was created. By this law there came the first real supervision, which, however, is very inadequate, on account of the great amount of clerical work which the County Superintendent is required to do.

The number of teachers has greatly increased from that time. At present, there are about 250 in Gibson county. More than one-half are in graded schools of the county. The various other schools are rapidly being consolidated. It will take only a short time to complete the consolidation work in Gibson county in so far as it is practicable.

The school house in Gibson County has had a distinct evolution. Although we still have many buildings of the one-room type, the "Consolidated Building" is a model of beauty and efficiency. The latest and best types of our Gibson county buildings are to be found in Princeton, one of the prettiest and best in the southern part of Indiana; in Fort Branch, in Owensville, and in Wabash township. The last two buildings are being constructed now. When the Wabash township building is completed, more than one-half of the children of that township will be schooled in the new building.

The Owensville building, which is located in Montgomery township, will probably be the most beautiful and up-to-date building in Gibson county. About two-thirds of the teachers of the township will teach in this building.

The new buildings of to-day are practically all provided with auditoriums for community meetings, gymnasiums for games, and proper exercise, domestic science rooms where the girls are taught the science of home-making, the shop where manual training is taught, and the agriculture room in which the science of farming is taught by a trained supervisor of agriculture.

In the hundred years, or slightly more, since our first schools were founded, Gibson county has made wonderful progress in her schools. Compared with the log cabin school house our most modern school building is as a mansion to a hovel. Proper ventilation, proper lighting, and proper seating of the children is required by law. Our teachers are required to attend school, in case of beginning teachers. Our children must attend school until sixteen years of age under certain restrictions. Our schools are rapidly being supplied with all necessary equipment. Our boys are taught the science of agriculture and manual training,

while the girls are taught to become home-makers through the study of domestic science.

Where it is impossible to have such instruction, the children are frequently hauled to centralized schools where they may enjoy these privileges.

Such is an incomplete record of the development and progress of the schools of Gibson county, Indiana, during the past one hundred years. We now turn to the future and wonder what the next century will achieve.

GRANT COUNTY SCHOOLS.

By CHARLES H. TERRELL, County Superintendent.

Grant County is unfortunate in that it is impossible to write a history of a century of her achievements in educational efforts. Grant County was established by an act of the legislature of 1831. At the time of her admission "into the union," it is doubtful whether there were to exceed one thousand people within the present confines of the county. There were but few villages, and fewer than a dozen schools, but the next ten years were destined to witness a most wonderful change. The hardy pioneers came, attracted by cheap and fertile lands. In the great task before them of erecting log cabins, clearing and fencing their lands, making roads, fighting the malaria, and the wild animals, these hardy patriots did not forget that an education constitutes a better national defense than large standing armies.

The first school in Grant County was taught by William James, quite an appropriate name, in 1827-1828. Like the early school houses common in all Indiana counties, this pioneer school was a log cabin of unhewn logs, mud and stick chimney, earthen hearth, and a fire place large enough to admit a log six feet in length. Everything was rude and plain, but from such a school house many of America's most distinguished sons have gone forth to grapple with the world and win fame and honor for their country and themselves. This particular school house was located just outside the few huts that constituted the Marion of that time, the exact spot being now well within the city limits. The school was small with but few pupils, and a term sixty days. From such a school Grant County's educational system had its modest beginning.

From 1831-1840, many members of the Society of Friends came to the county from their North Carolina homes, bringing with them their well defined ideas of the value of the church and the school. It would be impossible to write a history of the county and not associate the early schools with these very devout people. Almost simultaneous with their coming, the log cabin school house sprang up throughout the southern part of the county, and by 1835 every part of the county had its log cabin school facilities. It is recorded that one of the log cabin schools of learning erected in Washington township in 1837 cost $140 and was regarded as one of the finest of its kind in the entire county.

From 1840-1860, the county grew rapidly and took on its

more permanent aspects. Early in the period the thirteen townships as now constituted were formed, but the county was still without a railroad. The number of schools in each township ranged from three to eight, with a large attendance in each district school, the age of the pupils being from six to twenty-one. By 1855 the county had progressed to the point where there was a demand for a better type school house, and in that year Franklin township erected the first frame school house in the county. The log cabin did not yield readily to the frame building, but the best information marks the latter seventies as witnessing the passing of the early type school house. At the present time but few of the cabin buildings remain to mark the spot where many of the early citizens mastered the three R's. As they fell by the wayside, they passed to some enterprising farmer to be converted into a tool shed or granary, but even these have served their purpose, and in most instances have been torn down by the unrelenting hand of progress.

Prior to the Civil War no progress had been made in the erecting of brick buildings for our public schools. The sole exception at that time was the old Grant County Seminary erected in 1850, of which more will be said in another place. Even after the close of that great strife, the brick school house came slowly forward, due in a measure to the feeling that such a building was too expensive. By 1880 the log cabin school house had entirely disappeared and the frame was beginning to give way to the more modern brick. However, the frame building has not entirely disappeared, there being at present eleven such buildings.

The Mississinewa building erected in 1877 was the first rural brick building to be erected in the county. It is still standing and is used for school purposes. It is a three-room graded building, and was the first graded rural school in the county. It is located just outside the city limits of Marion. Since that time, the township graded building, and later the consolidated building came forth slowly and at the present time there are fifteen such buildings. While this county has not accomplished as much in the way of consolidation as other counties of the state, yet the presence of two cities and a number of good sized towns, and a liberal policy of our trustees in granting transfers have accomplished the same end. At the present time, the future looks promising for a substantial addition to this list.

High Schools.

Turning aside from the township elementary schools, we shall consider briefly the secondary institutions. We have every reason to feel proud of our splendid list of public high schools, nine in all, and fully commissioned, to which may be added three more schools offering high school courses approved by the State Board of Education, viz. Fairmount Academy, Marion Normal Institute and Taylor University, making a total of twelve institutions of secondary instruction. High school subjects were offered in the public schools as early as 1865 but the first regularly established high school was in 1874 in the city of Marion. The Marion high school received its commission in 1882. This high school has had a most remarkable growth, and has completely outgrown its present plane, and a handsome $200,000 building is in the course of erection. For many years the Marion high school was the only public institution of its kind in the county, the only other institution of a similar kind was the Fairmount Academy, a private school.

The discovery of gas in 1886 was destined to play a great part in the future of our schools. With abundant free fuel offered capital, factories came and with them hundreds of skilled workmen and their families. Gas City, Jonesboro, Fairmount, Upland, Sweetser, Swayzee, Matthews, all small villages took on the form of large and prosperous towns but with inadequate school facilities. To readjust to meet these changed conditions, these towns were compelled to build. With these new buildings completed, modern as to their time, high school courses were added, and as they increased in popular favor, commissions for them were sought and later obtained.

Gas City and Jonesboro established their high schools in 1894. The former secured its commission in 1896 and the latter in 1897. Fairmount added to its splendid elementary grade course, a high school course in 1896 and obtained a commission in 1900. Upland followed this lead in 1897, and obtained a commission in 1900. Swayzee in 1898, commissioned 1902; Matthews in 1899, commissioned 1902; Van Buren in 1900, commissioned 1903; Sweetser in 1906, commissioned 1909.

Grant County Seminary.

Like many sister counties, Grant County took advantage of the constitutional provision that all fines against the penal law,

and all commutations for military service should be appropriated to a county seminary. By 1848 the sum of $675.00 had collected in this fund, and a sentiment arose that this should be applied to its intended use. A committee composed of Samuel McClure, George White, B. C. Hogin, Samuel Blinn, and John Gilbert, all men of prominence and influence, was selected to devise plans and let the contract for a seminary. The contract was let for $3,500 and the building was to be of brick, the first brick school building to be erected in the county. Work was begun in 1849, and the building completed in 1850. Before the building reached completion financial difficulties arose as was so common in the history of almost all those early seminaries that were established in the state. A public subscription of nearly $1,000 failed to bar litigation and a judgment was confessed in favor of the contractor for $1,797. The legislature of 1853 provided that all seminaries should be sold, and their proceeds added to the common school fund. The old seminary was accordingly sold, and $2,550 realized. The old seminary building became the school property of the city of Marion, and rendered service until town down for a larger building on the same site at Eighth and Adams Street.

PRIVATE SCHOOLS OF THE COUNTY.

Grant County has had a long list of private schools that have reflected honor upon themselves and the county. Some of these, like the old seminary, have long ago passed out of existence, but served a useful and helpful purpose in their time. The first of these was the College of Indiana, which had a prosperous but brief career. But for the breaking out of the Civil War this institution would have reached most formidable proportions, but when the call to arms came in '61, the President and a majority of the students responded, and the college of Indiana came to a sudden and unexpected end. The president, Rev. Sawyer, was a Princeton graduate, of the Presbyterian faith. During the last year of its life, the college had an enrollment of 300 students and gave promise of still further growth.

The Fairmount Academy, established in 1885, was the gift of the Friends to the cause of education. It offered not only an elementary course to its students, but a high school course as well, to prepare the young ladies and gentlemen for Earlham College. Founded at the time when there was only one other institution offering high school instruction, the academy has con-

tinued to grow in popular favor even though public high schools later sprung up on all sides. At the present time, by arrangements entered into with the trustees of Fairmount township, and the State Department of Public Instruction, a vocational school is maintained, the only school of the kind in the county. This school enjoys an enrollment of about 200.

In 1885, the Marion Normal College was founded by Dr. Joseph Tingley, but this institution must not be confused with an institution of the same name founded later by other parties. This college grew out of the old spring and summer normals, that once enjoyed a great popualrity. This normal enjoyed liberal patronage but when Dr. Tingley retired from the school it came to an end in 1887.

In 1891, Dr. T. W. Johnson and A. Jones, came to Marion and established the Marion Normal College at the corner of 38th and Washington streets. This institution grew rapidly and by 1894 had completely outgrown its capacity. In that year, the present buildings were erected to the south of the old site. During these years A. Jones served untiringly as President.

In 1895, C. W. Boucher purchased the Normal, and acted as its president until 1912. During the seventeen years that Mr. Boucher was in charge the school grew by leaps and bounds and enjoyed a patronage that was exceeded only by Valparaiso and the State Normal. In 1912, Mr. Boucher disposed of his interests to M. D. Kelly and others, and the Normal was transferred to Muncie.

Late in the summer of 1912, the business men of the city became interested in the continuance of a normal school and formed a stock company accordingly. The new institution is known as the Marion Normal Institute, and while its attendance is not so large as its predecessor, it nevertheless has a very good attendance, and each year brings an increased enrollment over the preceding year. The institute is sound financially, and in time will no doubt have as many students as its predecessor.

Taylor University, a Methodist institution, came to Upland this county, in 1895, as the logical successor to the old Fort Wayne College. Upon its locating at Upland the name was changed to Taylor University in honor of Bishop William Taylor. While denominational, Taylor is not sectarian. The University has enjoyed a substantial growth and has at the present time more than 300 students enrolled from a majority of the states of the union, and many others during the life of the institution have come

there from New Zealand, South America, Cuba, Africa, Japan and from a number of countries of Europe. The school offers a high school course, a college course in liberal arts subjects, and a theological course for those preparing for the ministry. Graduates from Taylor University have long received a favorable consideration at the hands of the larger institutions of the nation in the matter of credits.

CONCLUSION.

In the foregoing, I have attempted briefly to pass over the most important features of the educational development of Grant County. This cannot be done with justice within the restrictions imposed by the State Department. Grant County has always had an abiding faith in her school system, and has endeavored in every way to keep abreast of the times, and meet every demand made upon her by those of superior authority on the one hand, and the needs of the community on the other. Both elementary and high schools, whether controlled by township, town or city, can boast of a high state of efficiency. Everywhere can be found splendid buildings, excellent teachers and responsive communities, splendid laboratory and library facilities and are making an honest effort to not only offer a broad liberal arts course, but to meet the requirements in manual training, agriculture and domestic science. During the past five years there has been much accomplished in the way of modern buildings not only for the rural school communities, but for the larger towns and cities. During that time Van Buren has erected a handsome new high school building at a cost of $50,000, Sweetser has replaced her old high school building with a $35,000 structure and now Marion is spending $200,000 for like purposes. Since 1911 the amount of money expended for buildings and improvements in the county approximates $400,000. In a statistical way there are three hundred twenty-seven teachers in the county, one hundred and thirty eight buildings valued at more than $1,000,000. There are enrolled in our public schools 10,468 students of which 1,195 were in the high school, and 9,273 in the grades. One hundred ninety graduated from the high schools, and five hundred sixty-nine from the elementary courses.

The county superintendents of public instruction for the county since the creation of the office in 1873 have been Thomas D. Tharpe, 1873-1879; George A. Osborn, 1879-1889; Elwood O. Ellis, 1889-1893; Francis M. Searles, 1893-1897; Alexander B.

Thompson, 1897-1904; Alonzo G. Brumfield, 1904-1911; the author of this article since 1911.

For the present, the particular school problems that claim our future attention are:

(a) To erect modern buildings in cities and towns to replace older ones.

(b) To create an additional interest in the value of high school education.

(c) To select teachers of especial fitness.

(d) To make more practical and popular the work offered in manual training, agriculture, and domestic science.

(e) To consolidate the rural schools.

(f) To raise the standard of teaching, and offer better pay for the teacher.

Lastly, Grant County may not have a long list of prominent educators boasted of by other counties, but she takes pride in Lewis H. Jones, for many years superintendent of the schools at Indianapolis, and later at Cleveland, Ohio; in Robert W. Himelick, A. Jones, Lawrence McTurnan, Jonathan Ridgon, and Emma Mont McRae.

District No. 4, Center Township, Greene County. Erected in 1856.

Shilo School, Washington Township, Greene County. Completed January, 1916.

HISTORY OF THE SCHOOLS OF GREENE COUNTY.

By DANIEL C. MCINTOSH, County Superintendent.

Schools were established in Greene county as early as 1820. Probably the first school in the county was in an old log cabin east of Marco, in Washington township. This cabin was erected in 1816 but was not used for school until about 1820. The same year a rude log cabin was fitted for school and one established in Fairplay township, three miles south of Worthington. Before the close of the twenties, schools were started in all the townships of the county.

At first the schools were all of the "Hoosier Schoolmaster" type, the teacher boarding "around" with the patrons and depending upon subscriptions for his pay. In many cases it was necessary for the teacher and pupils to clear the school ground as well as provide wood for the huge fireplace.

The first public funds for the support of schools came from the sale of public lands. While this did not amount to much for several years it provided some funds for many of the schools after 1825.

Perhaps the first high school work of any importance to be taught in the county was given by Mrs. Harrah, of Worthington, at the Bloomfield school in 1843. Most of the common school subjects as well as algebra, astronomy, philosophy and Latin were taught.

In 1853 or 1854 the Methodists, of Bloomfield, obtained control of the old County Seminary. They established a denominational school and for the first time called it the Bloomfield High School. Although it was a private school pupils from all classes attended.

Before 1860, the building again passed into control of the county after which the denominational character of the school terminated. The school trustees of Bloomfield purchased the building in 1863, and thus we have the beginning of the first town school in the county. The first commencement of the Bloomfield High School was held in April, 1877.

High school work was also taught at Point Commerce, near Worthington, by Mrs. Harrah, beginning in 1846. A lyceum, in which nearly all the leading men of the community joined, was organized. Much interest was aroused and large crowds attended the meetings.

After an $18,000.00 brick building was completed, at Worthington, in 1875, the high school work at Point Commerce ceased.

The first commencement of the Worthington High School was held April 23, 1880.

The most noted educator to have charge of the Worthington schools was Arnold Tompkins who was elected Superintendent in 1881.

Soon after this, high schools were started in other parts of the county. At present there are twelve: Bloomfield, Jasonville, Linton, Lyons, Marco, Midland, Newberry, Owensburg, Scotland, Solsberry, Switz City, and Worthington.

The agitation for free schools was started very early but the first record of a vote was in 1848, although some public funds were used to support the schools as early as the twenties. In 1848 the vote was 474 for free schools and 1,460 against. Two years later there were 974 for free schools and 988 against. The sentiment had changed by 1851 with 1,278 for and 655 against free schools.

For several years the revenue for schools did not amount to much, being $11,765.30 in 1865, the first record that could be found. The same year the enumeration was 6,723, the enrollment in the grades 5,826, in the high school 154, with an average daily attendance of 3,471 in the grades and 110 in high school. There were 128 grade and 3 high school teachers employed. The grade teachers received an average of $1.35 per day and the high school teachers received $1.50 per day. The average length of the school term was 58 days.

The enumeration in 1915 was 11,578, with a tuition revenue of $125,086.51. The enrollment in the grades was 8,441, in the high schools 935, with an average daily attendance of 6,782 in the grades and 821 in the high schools. There were 224 grade teachers employed at an average of $2.92 per day and 55 high school teachers at an average of $3.96 per day. The average length of the school term was 135 days for the grades and 163 for the high schools.

During the early period the schoolhouses were all made of logs and heated by fireplaces. By 1883 the log buildings were all out of use, having been replaced by 134 frame and 9 brick buildings. The estimated value of buildings and grounds in 1865 was $30,000.00, as compared with $70,700.00 in 1883 and $431,675.00 in 1915.

In 1915, there were 113 frame and 41 brick schoolhouses. Most of these are in good condition but only 13% can be classed as new or modern. The oldest house which is still in use for school was built in 1865. It is a one-room school in Center township.

The best schoolhouse is a brick building in Washington township, about half way between Lyons and Newberry. It was completed January 1, 1916.

Since the organization of the school system, teachers' meetings have been an important factor in school progress. The first county teachers' institute was held at Bloomfield in 1860, with an attendance of eight or ten. In 1865 the attendance was 31 and the total cost $35.00. The institute grew rapidly in attendance and importance. In 1915 there were 270 enrolled and the expense was $540.00.

The school enumeration for several years follows:

1848	4,917
1857	6,004
1865	6,723
1870	7,907
1875	8,189
1883	7,853
1890	8,590
1900	9,264
1910	11,411
1915	11,578

The first School Commissioner was Carpus Shaw who served from 1835 to 1842. Six other men served in the office before the beginning of the Examiners in 1853. John R. Hudson was the first Examiner. Eighteen men served in this office. R. C. Hilburn was the last Examiner and first County Superintendent of Schools, being elected to the latter office in 1873.

The different men, who have held the office of County Superintendent of schools and the years they have served are given here.

R. C. Hilburn	1873–1876
S. W. Axtell	1876–1884
J. Shannon Ogg	1884–1886
John T. Lamb	1886–1889
Wm. M. Moss	1889–1893
John L. Cravens	1893–1897
H. E. Cushman	1897–1903
N. V. Meredith	1903–1907
Christian Danielson	1907–1911
Daniel C. McIntosh	1911——

The consolidation of schools was not attempted in Greene County until 1911. The following year three district schools were abandoned by petition, and a modern brick building of three

rooms erected in Jefferson township. Since that time other schools have been abandoned near Marco and Lyons, the children from these schools being transported to the town schools which are part of the township system. Six townships have some consolidated schools. During 1915 four schools were discontinued in Washington township and a modern schoolhouse of four rooms built, to which the children are transported.

Each year the increasing interest in schools is shown by the number graduating from the grades and high schools. The total number of common school graduates for the four years ending in 1914 was 1,435. During the school year 1914-1915, there were 935 enrolled in the high schools, 126 graduating in 1915.

Reports from the higher institutions of the state show Greene County is well represented in all of them, being the second county in number of students at the State Normal and third in number of students at the State University, during 1914-1915.

HAMILTON COUNTY SCHOOLS.

By WALTER HARGER, County Superintendent.

The lands within the bounds of Hamilton County, together with other lands, were purchased by the Government from the Indians in the year 1818. At that time there was but one white man living within the present bounds of Hamilton County. This man was William Conner.

The first school taught in Hamilton County was taught by Sarah Finch in 1820, in a small log cabin one mile south of the present county seat, Noblesville.

By an act of the Legislature of Indiana, Hamilton County was made a county on January 8, 1823. The first schools were settlement schools, organized, supported and taught by some member or members of the settlement. Later the county was divided into nine civil townships and log school houses were built in different localities by the citizens who took much pride in the school work. No definite advancement was made from the neighborhood plan until the new system of taxation for schools came into effect in 1852, when funds could be raised with which to erect school buildings.

The first frame houses were built in 1856, and by 1860 there were one hundred such school houses in the county.

The first public high school in the county was taught by Prof. A. P. Howe at Westfield in 1858.

The first brick school house in the county was built in Noblesville in the early fifties.

The first school examiners were David Moss, Peter Lawyer and S. N. Cochran. The first County School Superintendent was J. S. Losey. The others in order to date are A. P. Howe, U. B. McKinzie, F. M. Householder, A. H. Morris, E. A. Hutchens, J. F. Haines and Walter M. Harger.

One of the greatest uplifts to the common schools of the county was the successful educational work of the Friend's Church. They established a church school at Westfield known as Union High School. Many of the graduates of this school became teachers in the school of the county. This school was organized in 1861. Prof. L. A. Estes, one of the leading educators of the county, was at the head of "Union High" for a number of years. Other church schools were located in the county and gave a great educational uplift to the public school work.

Perhaps one of the hardest working school men of Hamilton

County was E. A. Hutchens who served as County School Superintendent from 1885 until 1903. During his term of office he dedicated 73 new school buildings and secured State Commissions for 5 high schools.

For the past thirteen years Mr. J. F. Haines has worked hard to arouse an interest in the more practical subjects. His work in music, agriculture and domestic science has been very well received by the people of the county. Part of the county has Township supervision.

Hamilton County has 77 school buildings and employs 206 teachers. There are eight commissioned high schools and two certified high schools.

HANCOCK COUNTY.

By George J. Richman, County Superintendent.

The first school houses in the county were pole cabins, covered with clap boards, and supplied with the "cat and clay" chimneys and puncheon floors. Many of them were not public buildings, but were constructed by the citizens as they settled in different sections.

Teachers, Courses of Study, Etc.

Under the first laws of the State the District Trustees had the power to direct what subjects should be taught in their schools. As a matter of fact, it was more often determined by what a teacher was able to teach. Reading, writing and arithmetic contained the fundamentals, and the school that procured a teacher who knew arithmetic to the "Rule of Three" and whose disciplinary powers were up to the standard, was ready to take a forward step. If a teacher knew a little history or geography, or perhaps grammar, those subjects were added to the curriculum for the term. The subjects that the teacher did not know were, of course, omitted. Later on, in the '50's and early '60's, grammar, geography and history were frequently added, and even such subjects as algebra, trigonometry, natural philosophy, and chemistry, appear upon the teachers' reports. That some of these higher subjects were intensely interesting and helpful is beyond question.

Following are two summaries of reports made by teachers in the county at the close of three months' terms in 1854. These summaries show the subjects taught and the number of pupils reciting in the respective subjects, and are illustrative of the fact that what was taught depended largely on what the teacher knew.

REPORT "A"

Spelling	51	Reading	35
Arithmetic	24	Geography	6
Writing	35		

REPORT "B"

Spelling	59	Reading	56
Writing	50	Physiology	6
Arithmetic	51	English Grammar	14
Philosophy	7	Algebra	5
Geometry	3		

Blue River Township Consolidated School, Hancock County. Pupils Leaving for Home.

The same truth is even more forcibly illustrated, by an enumeration of the subjects taught, and text books used, in the schools of the county before the Civil War. At the close of each term of school during those years, the teacher reported, among other things, the subjects taught, and the text books used. An examination of a number of these reports shows that in the district schools of Hancock County, prior to the Civil War, different teachers taught some or other of the following subjects, and that all of the text books enumerated below were at some time used.

Spellers	McGuffey's, Webster's, Murray's.
Readers	McGuffeys, Bronson's Elocution, Murray's, Indiana Series.
Writing	Spencerian.
Arithmetic	Ray, Ray and Talbot, Davis, Ray and Stoddard, Stoddard.
Geography	Mitchell, Smith, Olney, Patton, Smith, and Montieth, Cotton.
History	Hume's History of England.
Physiology	Cutter, Taylor.
Grammar	Brown, Pinnes, Green, Smith, Kirkam.
Philosophy	Omstead, Parker.
Algebra	Ray, Davies.
Geometry	Davies.
Trigonometry and Conic Sections	Legendre, Davies, Lewis.
Surveying	Lewis.
Chemistry	Youngman.
Geology	Hitchcock.
Physical Geography	Fisk.
Astronomy	Mattison.
Botany	Woods.

Though a number of these advanced subjects, as they were taught in the district schools, would no doubt have failed to stand the present day test, they undoubtedly evoked great enthusiasm and were the life of the school for the young men and women then in attendance.

COUNTY TEACHERS' ASSOCIATIONS.

There were likely few, if any general teachers' meetings in the county prior to 1860. In February, 1861, a notice was inserted in the Hancock Democrat, calling a meeting of all the teachers of the county at 1:00 p. m., February 16, 1861, at "Forest Academy", a district school, three and one half miles northeast of Greenfield, for the purpose of organizing a teachers' association.

The notice recited that the teachers would be addressed by Prof. G. W. Hoss of Northwestern Christian Univerisity, and that in the evening J. C. Stevenson, Principal of Greenfield Academy, would address the association.

The weather on that day was inclement and the roads were almost impassible, yet a number of teachers were present. J. H. Stevenson was elected president of the meeting, and M. V. Chapman, Secretary. During the afternoon the teachers adopted the following:

CONSTITUTION.

"*Article 1.* This association shall be known as the Hancock County Teacher's Institute.

"*Article 2.* Its object shall be, first, the improvement of its members in knowledge of the branches common to the profession; secondly, in modes of teaching.

"*Article 3.* The officers shall be a president, two vice-presidents, a secretary and treasurer, who shall be elected annually by ballot. These officers taken as a body shall constitute an executive committee.

"*Article 4.* Any teacher or other friend of Education may become a member of this Institute by signing the constitution and paying fifty cents into the treasury."

After the adoption of this Constitution, the following officers were elected for the ensuing year:

President.....J. H. Stevenson.
Vice-Presidents.....Martin V. Chapman, William T. Pratt
Secretary.....Richard Frost.
Treasurer.....J. E. Earls.

At a meeting of the Association in 1861, the following resolution was adopted:

"That we as teachers approve the introduction of music into our common schools as an agreeable and harmonizing agent in discipline and mental culture."

The following program for the session of the Association October 12, 1861, will give a good idea of the nature of the work that was presented:

Open.....9:30 A. M.
Recitations Commence.....10:00
Written Arithmetic.....10:45—J. E. Earle, Teacher.
Discussion of same.....11:00
Orthography, ...11:45—Miss Mattie Rawles, Teacher.
Discussion of same.....12:00

AFTERNOON.

Open.....1:30
English Grammar,.....2:15—D. S. Welling, Teacher.
Discussion of same.....2:30
Primary Reading,.....3:15—E. M. Butler, Teacher.
Discussion of same.....3:30
Miscellaneous Business.....4:00

The County Teachers' Association has been maintained to the present.

COUNTY INSTITUTES.

The Act of March 6, 1865, made provision for holding County and Township Teachers' Institutes, and for appropriating $50.00 annually of the county funds to help defray the expenses of the County Institute. In Hancock County the first institute was held in the Fall of 1865, at Greenfield. There were but a few teachers present. Instruction was given in orthography, reading arithmetic, and English Grammar. In 1866 no institute was held. On the County Examiner's record under the topic of "Teachers' Institutes" appears the following note:

"Failure. County Commissioners would make no provision as other counties and as the law provides."

The first full report of a County Teachers' Institute held in Hancock County was made by James A. New, County Examiner, in 1871. It shows that the branches taught at the Institute were orthography, oral grammar, grammar, writing, geography, and map drawing. The total cost of that Institute was $35.00.

Some of the difficulties to be overcome in those days are disclosed by the following entry in the County Examiner's record made August 17, 1871:

"The following is a list of the names of persons who have paid the requisite fee, and become regular members of the Institute, and who shall and *will* receive the advantages derived from being members of same to be given by Examiner and Trustees.

"This measure becomes necessary in order that the common schools may be benefited, and that the expenses incurred by the Institutes be paid." (Here follow the names of the teachers who have paid the fees.)

CONSOLIDATION OF SCHOOLS.

In 1865, the County Examiner reported eighty-seven district schools in Hancock County, but he reported no graded schools at

all in the townships. In 1873, and again in 1876, eighty-nine districts were reported. During more recent years, the number of district schools having only one teacher were reported as follows:

1892	87	1907	61
1893	85	1908	52
1896	84	1909	49
1897	81	1911	47
1900	67	1912	41
1902	66	1913	38
1903	63	1914	37
1906	62	1915	32
		1916	32

With the abandonment of district schools from year to year, the children have been transferred to larger centers where they have the advantage of better gradation, etc. This movement has also made possible and expedient the organization of township high schools. Several high schools, including those in Blue River, Brown, Green, Jackson, and Vernon Townships, were organized, or at least classes had taken up high school subjects by 1895. All the remaining townships except Brandywine, had high school classes started not later than 1900. The organization of these schools was well begun when County Superintendent Lee O. Harris took his office in 1897. At that time Hancock County still had practically all her district schools, but it will be observed that by the end of his administration, in 1903, eighteen districts had been abandoned. The pupils from these districts were attending the consolidated schools. Since that time almost one-half of the remaining districts have been abandoned. Blue River Township had all her pupils in the consolidated school at Westland during the school year of 1914-15, under the trusteeship of Obed J. Coffin. During the school year of 1914-15, the various school corporations expended $7,325.00 for the transportation of pupils to the consolidated schools.

HISTORY OF THE SCHOOLS OF HARRISON COUNTY.

By Arville O. DeWeese, County Superintendent.

Miss Sue Funk, of New Albany, Indiana, was for many years one of the leading teachers of Harrison County. She has gone very carefully into the early history of the schools of the county. In her history she has the following to say:

"The first teacher in Indiana of which we have any account was M. Rivet, a polite, liberal minded missionary, who was driven out of Europe by the French Fevolution. He came to Indiana and opened a school at Vincennes about 1793. The next school of which we learn was taught near Charlestown in Clark County in 1803. Samuel Reaugh was one of the early teachers in Harrison County. He was a Scotchman and came with his parents to Pennsylvania and later moved to Kentucky. He was a surveyor and was employed by the government to run the range line that starts near New Boston, Harrison County, on the Ohio River and reaches Lake Michigan near Elkhart, Indiana. This required three months. He then returned to Harrison County and taught school about two miles below Corydon. Here he taught for one year of twelve months, six days to the week and from sun to sun for one hundred dollars, and in all these early schools, the pupil who came first said his lesson first."

I am indebted to Mrs. Brewster for information about the early schools of Corydon. The first school teacher in Corydon was Dr. West who taught in a little cabin down near the junction of Big and Little Indiana creek. The next teacher was Richard S. French. Mr. Reed taught in 1825. Mr. Thomas, a Scotchman, taught from 1825 to 1830. In 1836, Mr. Gibbs taught in the east room of the Brewster residence. This room was used for several years. Mr. Hutchins taught upstairs in the house now occupied by Patrick Griffin. In 1838 Mr. Hutchins taught a boys school in a room upstairs in the Old State Capitol Building." We are indebted to Mrs. A. W. Brewster for the following from an old school record found in Judge Porter's Library. "By an act of the legislature of the State of Indiana approved Jan. 19, 1827, the Harrison County Seminary was incorporated and Thomas Posey, Peter Kintner, Armstrong Brandon, Daniel C. Lane and David G. Mitchell were trustees. The Board organized by by making Peter Kintner president, Thomas Posey clerk and treasurer. At this meeting it was ordered that notice be given in some of the most public places requesting the citizens of Corydon

Old State Office Building, Corydon, Harrison County. Building used for school purposes. One of the first schools in the county.

Corydon Joint Town and Township School, Harrison County.

and Harrison County generally to attend a meeting on the fourth day of July in the forenoon at the court house to select a situation or express their wishes where they would prefer the Harrison County Seminary to be placed in the town of Corydon. At a meeting held on the ninth day of July Mr. James Hughes of Louisville came forward and proposed to sell to the board lot number thirty-two for use as a seminary for the sum of five hundred dollars. This offer was accepted. This was the building formerly used by the State Auditor and Treasurer. On the twenty-seventh day of August, 1827, the president of the board was authorized to advertise in one newspaper in Louisville and one in Cincinnati that liberal wages would be given a well qualified teacher before the first day of January, 1828. This advertisement was answered by Wm. A. Porter from near Cincinnati. On November following he signed a written agreement that with an assurance of receiving from the trustees the sum of four hundred dollars per annum. He would undertake to teach scholars not to exceed forty in the following branches to wit: Reading, Writing, the various branches of Mathematics, English grammar and Greek and Latin languages.'' In 1831 Mr. Porter was succeeded by Rev. Alexander Williamson and Thomas Reaugh. After them came Mr. Nale an Englishman of much learning and much temper, a willow tree growing half way down the street furnished the rods by which he assisted his pupils along the paths of learning. After him came Mr. Farris assisted in the primary department by Mrs. Marinda Thompson. In 1839, the seminary was deemed unfit for use, and negotiations were opened with the trustees of the Lutheran church building. This building was purchased in 1845.

James G. May deserves more than passing notice in the annals of Harrison County. He taught school a great many years and hundreds of the best citizens passed under his care. He was a profound believer in the three R's and was untiring in his efforts to advance his pupils, often in short winter days beginning his school by candle light in the morning and continuing in the afternoon until too dark to see.

In 1886 the old building was destroyed by fire and the County seminary went out of existence. A new town school building was built and a graded high school established which until 1911, when the township high schools were established all over the county, was the seat of higher learning for the entire county.

The Ohio Valley Normal College was built by the united

efforts of the citizens of Corydon and Harrison County. It was formally dedicated April seventh, 1896. R. A. Brown was its first principal and was succeeded after a few years by E. S. Hallet. In its golden days this college had quite a large enrollment from the southern part of the state. If it had been carefully managed, it would be today one of the leading private normals of the state. The old college building is now used as the Corydon High School building.

John S. Sanbach was a noted teacher who founded Friendship Academy in Elizabeth. He came to this county from Virginia Sept. 27, 1836, and taught school for fifty-four years. He had at times an enrollment of over one hundred pupils and taught with three classes on the floor at one time.

In other respects the history of the schools of Harrison County does not differ materially from the history of the schools in the other counties of the state. Although always laboring under a financial burden, the schools of this county have kept pace with the other counties in educational development. The schools of the county like most of the schools of the southern part of the state, have now about reached the extent of their development until there is a change of state law so as to promote their further development.

Since a greater part of the county is rough and rolling, its boys and girls have quite naturally turned to "books" and the county has therefore sent out great numbers of prominent educators, statesmen and leaders in all of the professions.

The following county superintendents have served the schools of the county: D. F. Lemon, C. W. Thomas, Amzie Weaver, Pleasant Jenkins, Amzie Kannappel and A. O. DeWeese.

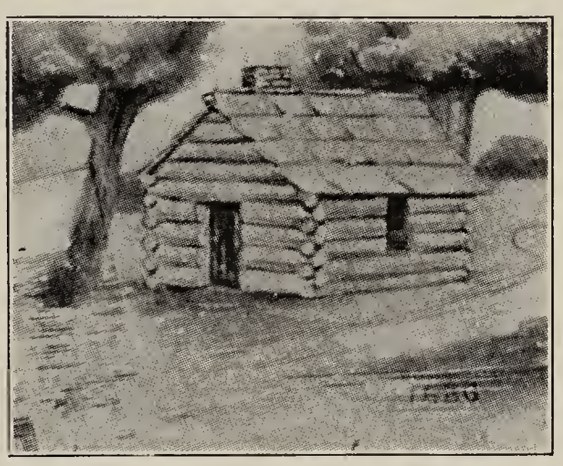
CENTENNIAL HISTORY OF HENDRICKS COUNTY SCHOOLS.

By THEODORE T. MARTIN, County Superintendent.

The first settlers came to Hendricks county in 1820. Itinerant teachers accompanied these early pioneers and taught the children by the open fireplaces of the several homes as they "boarded around" for a few weeks during the winter months. Later, a spare room in some private home, or the deserted log-cabin of a squatter, became the temporary school-room of the settlement for a term of six to twelve weeks of the year.

A pioneer characterized early school conditions in Hendricks county as follows:

"Beech was the educational timber of the times: out of the trunks were built the school-houses, and limbs in the hands of



Early School in Hendricks County.

the teachers furnished the unanswerable argument in most cases of discipline, and served to brighten the ideas and quicken the thoughts of dull pupils of both sexes."

"The teacher was usually master of the situation in everthing except the subjects which he was required to teach, and many a ventursome youth came to grief for reaching a little beyond the teacher's ken in the scholastic field."

Log school-houses were soon erected in every community of the county. In 1823 two school-houses of the pioneer type were built—one in Liberty township, one-half mile south of Cartersburg, and the other in Guilford township, on the Thomas Lockhart land. William Hinton and Abijah Pinson were the first teachers. In 1824 the first school was taught in Danville by Wesley McKinley. In 1829 William DeWitt taught a school one-half mile southeast of North Salem. DeWitt had fled from New Orleans because of certain crimes, had joined a privateer crew, and had

sailed around the world more than once. He was a good instructor and became a reliable citizen, dying at North Salem when one hundred and fifteen years of age. Judiah White taught a school one mile south of Stilesville in 1831. This school was used by the children of two whole townships. A pioneer wrote:

"He was a good teacher, but was some-what fond of 'red-eye' He often went to the village at noon and became intoxicated and returned to amuse the pupils all afternoon with his antics." In 1831 Elie Lee of Stilesville heard the pupils recite while he plied his trade as shoe-maker. Alfred Lineberry taught the first school in Middle township in 1835, and received ten dollars per month for his services.

The early school in Hendricks county was typical of the unorganized state of society of the times. The school day begun at sunrise and closed at sundown. The "three r's—readin, ritin and rithmetic"—composed the course of study. However, at an earlier date the pupils took to school whatever books the homes afforded and asked the teachers "learn them" to read the contents. There were no classes except in spelling and writing, and then the whole school participated. The pupils who came first, recited first, and so on in the order of arrival. Often boisterous disputes arose over this routine matter of making a daily program. All pupils studied "out loud" in spelling and such subjects, and the hum of industry became too real at times.

Many stories are held in the memory of our people regarding early school experiences. A log school-house was erected in the northwest corner of Brown township by the citizens of the community. Door hinges and a few other fixtures, however, were needed to complete the structure. All materials and labor had been donated, but money was needed, and so a collection of sixty cents was taken with which the supplies were purchased. From that day unto the present time the school location has been known as SIXTY CENTS. It is worthy of note that our esteemed State Superintendent of Public Instruction, Charles A. Greathouse, taught his first school at SIXTY CENTS in 1889-1890, and received a Success grade of 94 per cent. at the close of the term. The last log school-house disappeared from Hendricks county in 1865.

The County Institute was established in 1865 for the purpose of giving all teachers some academic training. The great need of this agency will be fully appreciated when it is understood that

as late as 1873 there were only four teachers in the county who had as much as one term of normal training.

The modern high school developed slowly. In the early fifties advanced subjects were taught in several district schools. The Danville Seminary was the first school in the county organized for advanced work. In 1852 the Belleville Academy was privately organized as an institution of higher learning. The Friends' Academy at Plainfield was later established as a school of secondary education.

Brownsburg High School, Hendricks County.

In 1876 the Central Normal College was moved from Ladoga to Danville. A normal school and business institute were established. This school has been attended by approximately 34,000 students since 1876.

The real advancement of the schools began with the selection of a county superintendent. The pioneer county superintendents were: James A. C. Dobson—1873-'83; A. E. Rogers—'83-'87; T. A. Gossett—'87-'93. These men did more for the schools in the twenty years they served the county than any successors will likely be able to duplicate in an equal period. They have to their credit the following accomplishments:

1. Organization of township institutes.
2. Classification and gradation of schools.

3. Making of uniform course of study for elementary and high schools.

4. Adoption of uniform text-books for county elementary and high schools.

5. Adoption of uniform examinations for graduation from the eighth grade.

The second period of development might be termed the high school period, or the period of consolidation, the period when central school-buildings were erected. The county superintendents of this period were: J. D. Hostetter—1893-'03; G. M. Wilson —'03-'08; J. W. Figg—'08-'11; Theodore T. Martin—'11. The state in the meantime established uniform text-books, courses of study and township institute outlines, standardized the high schools and established vocational education. These superintendents aided in the following:

1. Established one accredited and nine commissioned high schools, not including Danville.

2. Furthered consolidation and the abandonment of weak district schools.

3. Created a county system of supervision in consolidated schools.

4. Introduced vocational education in grades and high school.

The trend of educational affairs may be more fully understood by making the following comparisons:

1. In 1884 there were 147 teachers—85 males, 62 females.
In 1916 there are 175 teachers—55 males, 120 females.

2. In 1884 there were 108 school buildings—92 district, 16 graded.
In 1916 there are 61 school buildings—39 district, 22 graded.

3. Enumeration in 1884—7,082, in 1916—5,353, loss—1,729, annual loss—54.

4. Per cent. of attendance in grades for 1884—74.9, for 1916 —95.8.

5. Average wages in 1878—males $1.90, females $1.70.
Average wages in 1916—same for both sexes—approximately $3.50.

6. Number of eighth grade graduates in 1884—70, in 1916 —312, in 1915—269, an increase of 16 per cent. for the year.

7. Number of eighth grade township graduates to enter high school in fall of 1915—255 out of 269, or 94.8 per cent.

8. Number of high school graduates in township high schools in 1915—104.

Number of high school graduates in township high schools in 1916—130. An increase of 25 per cent. in one year.

9. Per cent. of township high school graduates of 1915 to enter college—44.

10. Township high school enrollment in 1916—700.

Summarizing, these statistics show that (1) more ladies and fewer men are in the teaching profession than formerly, (2) that consolidation is superseding the district system, (3) that the school enumeration is getting smaller, (4) that the per cent. of attendance indicates much greater regularity and efficiency than formerly existed, (5) that sex distinctions have disappeared from school contracts, (6) that the high school is reaching practically all the boys and girls of the county, (7) that consolidation has greatly increased the number of graduates from the eighth grade, (8) that the number to enter college is above the average, and (9) that the township high school enrollment is increasing as consolidation develops.

In cooperation with the farmers and business men of the county the following agencies have been operating in Hendricks county in special educational work

1. The County Agricultural Agent—A. W. Orr, 1914—'15; M. O. Pence, 1916.

2. United States Hog Cholera Station from August, 1914.

Middleton Joint High School, Henry County.

HENRY COUNTY.

By HARRY B. ROBERTS, County Superintendent.

The growth of the schools in this county has kept pace with the educational progress of the State. The wealth of the County, utilized by a people who believe in advancement in the Public Schools as well as in the farms and town residences, has resulted in modern school buildings and salaries that attract competent teachers.

A number of strong men and women came to this County in its early history and did efficient work in the schools. Among these were Clarkson and Hannah Davis who taught at Spiceland Academy at a time when many students came from other counties and, at times, from other states. Many of the students of the Academy who graduated at the time when Mr. and Mrs. Davis were teachers are holding responsible positions in the various professions; William Cheshire who was a relative of Dr. Richard Boone; Hezekiah Forrest who did strong work as a disciplinarian and teacher in the district schools; Isaac Kinley one time County Examiner and a competent surveyor; David Worth Dennis, late professor of Biology in Earlham College; William Haughton, a fine scholar, came from England and did much for the early schools of the county. He was an inspiration to the young men and women and urged them to seek a higher education.

Since 1873, when the law was passed providing for County Superintendents, Henry County has been served by eight different men among whom were Timothy Wilson who served from 1877 to 1883. It was during his term of office that the first Course of Study, providing for uniform work in the school, was introduced. This work was continued by his successor W. R. Wilson, who extended its provisions. Later, Mr. Wilson introduced the Young Peoples' Reading Circle work in the county. He was a strong advocate of the plan, and on invitation of State Superintendent Holcombe, read a paper before the State Convention of County Superintendents that did much toward creating a sentiment which led to its final adoption by the State Teachers' Association in 1887. As evidence of his faith in the success of the work and because he felt the need of good books in the hands of the school children of the county at a time when there were few books in the homes, he purchased 300 books consisting of Lamb's Tales of Shakespeare, Kingsley's Water Babies, Greek Heroes and others representing the best authors. He asked the teachers

to place these books in their schools and try to raise the money by means of entertainments and literary programs and, in this way repay Mr. Wilson for the amount expended. Practically all of this money was raised. Since this time, the Young Peoples' Reading Circle has been a prominent factor in the schools of the county.

Fassett A. Cotton, who succeeded Mr. Wilson and served as Superintendent from 1889 to 1895, did much to raise the standard of the teachers in the county. In keeping with the spirit of his predecessors, he urged the teachers to make broad preparation for their work and made them feel that teaching is a profession worthy of their best efforts and thought.

Henry County introduced the teaching of the High School subjects at an early date. It appears that the first teaching of the higher branches in the townships was done at Rich Square in Franklin Township. W. W. White was the teacher. Later, other townships introduced the work and on July 31, 1893, the County Board of Education passed a resolution providing for the adoption of a three year's Course of Study. The several townships readily followed the plan of the Board of Education and employed teachers capable of teaching the subjects prescribed in the Course of Study. To show the growth of the High Schools in the county, we copy a statement made by the superintendent in 1895. He says, "All of the townships in the county, except two, have High School accommodations and the trustees of these townships offer to pay the tuition of all who desire to do higher work.

In 1890, the number of school children enumerated in the county was 7,487; in 1916, 7,941, a gain of 454, a noticeable fact in the report of 1916 is the decrease in the number of children in the townships. This report shows a decrease of 1,298 in the thirteen townships. But the increase in the number of graduates from the grades and High Schools, shows the interest in the schools, even though there are a smaller number enumerated in the townships.

In 1893, the number of children finishing the grade work and receiving diplomas was 56; in 1895, there were 75 graduates; in 1916, 215 received diplomas. In the High Schools in 1908 26 received diplomas from the Certified schools; in 1916, there were 68 graduates from the TOWNSHIP COMMISSIONED schools.

The development of the High Schools in the townships has been rapid. The county now has eight Commissioned schools

and two doing two year's work with one teacher. These schools have an enrollment of 312 pupils with 23 teachers to instruct them. The buildings and equipment have cost $145,000. Special equipment for Manual Training and Domestic Science has been provided, as well as apparatus for the Physical Laboratories and books for the libraries. Each year, new books are added containing the latest research work along scientific lines.

Classes in Agriculture have been organized in most of these schools and competent teachers direct the work. While this work is comparatively new, yet some good results have been secured. It is hoped that some of the townships will provide small tracts of land on which practical demonstrations can be made under the direction of a teacher during the vacation months of the year.

Rarey School, Howard Township, Howard County. Built in 1853.

HOWARD COUNTY.

By ALBERT F. HUTSON, County Superintendent.

The County of Howard was first known as Richardville County, named in honor of the Indian Chief of the Miamis. The name was changed February 13, 1847, by the Legislature, to Howard, in honor of T. A. Howard.

The school units or townships were changed in name and number until the present eleven townships were established. The eleven are: Center, Clay, Ervin, Harrison, Honey Creek, Howard, Jackson, Liberty, Monroe, Taylor, and Union.

The early schools were established about 1838-45 and maintained by subscription. These schools were very rude and were conducted in the cabins of pioneers.

The public schools came into existence from 1842 to 1853. The early buildings were of logs. They were of very rude construction, with rough puncheon floors, many times no floor except the earth. The seats were made of puncheon with no backs, greased paper served for panes in the one small window and one small door was the only entrance. The writing desk consisted of a puncheon fastened to the wall with a puncheon seat placed in front of it. The heat was furnished by a huge fireplace. The flue and fireplace were made of sticks laid in clay for mortar. This class of buildings gave way to the more modern frame building, lighted from both sides by small windows and provided with the school desk. The frame buildings gave way to the small, square, brick building, with the light admitted through small panelled windows on each side of the room. Only one small exit was generally provided. These buildings have gradually been replaced by the modern, consolidated grade and high school buildings.

Statistics show that there were in 1875 one hundred school districts, two of which were colored. At present there are 44 district schools, 7 graded, 5 consolidated and 1 centralized. Several of the district and graded schools have been made modern. The consolidated buildings are nearly all modern. Most of the consolidated schools are provided with sanitary toilets, vocational rooms, gymnasiums, assembly rooms, modern equipment, forced ventilating and heating systems and sanitary drinking fountains. Some of the graded schools have the same equipment as the consolidated schools. Several of the buildings, especially the graded and consolidated schools are new, having been built

within the last few years. At present there are no colored schools except in the schools of Kokomo. There are two private schools, German Lutheran in Ervin township, and the Catholic School in Kokomo. The present year will bring about the abandonment of seven one-room schools, in Howard township which will be consolidated into a centralized grade and high school building. Union Township will abandon two graded and two district schools consolidating the same into a consolidated grade and high school building. Thus there will be only one district school left in the two townships. Only two townships of the county will have, after this year, the one room school system. It is only a question of a few years until their system will be abandoned and consolidated. This change in the school system has increased the school spirit, the attendance and social relations, and secured the best of instruction and instructors.

The early high school systems of Howard County were very good for the time and place which they filled but they were not adequate to meet the later requirements and have been abandoned or changed into the present requirements established by law. The high schools were located at Sycamore, Jerome, Greentown, Center, Hemlock, New London, West Middleton, Russiaville, Ervin Township, and Kokomo. The high schools located at Greentown, Kokomo, Russiaville, West Middleton, and New London are now commissioned high schools of good standing and attendance. The others have all been abandoned because they were unable to change from non-commissioned to commissioned schools. They have all been abandoned in the last few years except the Ervin Township School which was abandoned several years ago. West Middleton was a certified school until 1911 when it was changed to a commissioned school. Next year there will be two more high schools maintained in the consolidated schools of Howard and Union Townships. These two will be equipped and arranged to meet the requirements of the commission high schools. The attendance has gradually increased, thus showing the high school has become a recognized and needed part of our school system.

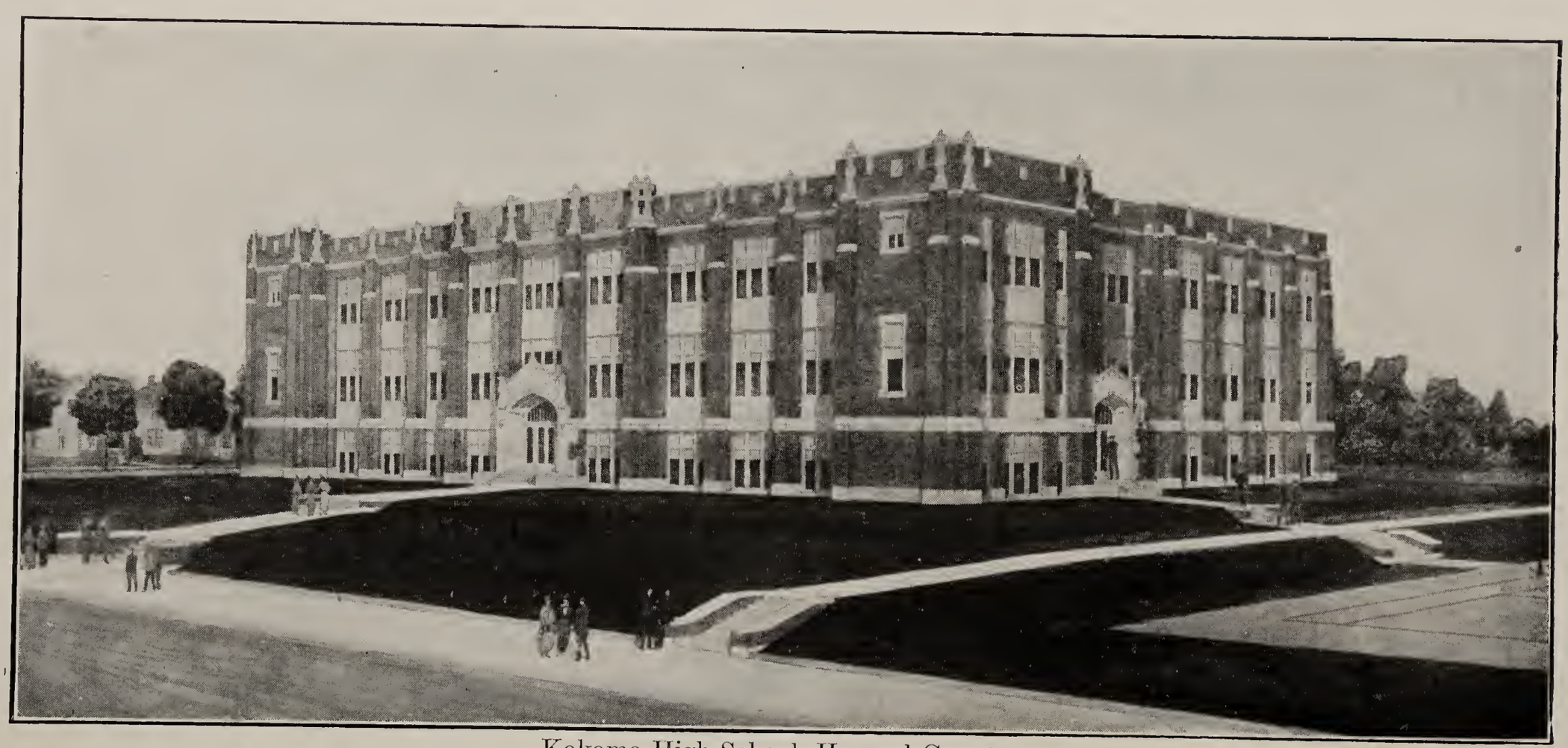
The county was credited in the early history with three advanced institutions of learning. A normal was established in 1847 and conducted for some time by Freeman Cooper at Russiaville. At New London, one of the foremost and most noted educational centers of Howard County, was located a Quaker Academy which won considerable notice in education.

Probably one of the earliest attempts to establish a normal course and give unity to the work of the county was instituted by Rev. Baldwin of Kokomo. He called together many of the teachers at Kokomo and gave them instruction which helped to systematize and better the school system. Later through his interest a subscription school was started at Kokomo. It was only well started when the Civil War began. The instructor and several of the students enlisted in the war thus the school was abandoned until long after the war. It was later organized under the name of Howard College, at Kokomo, which won State reputation under Prof. Hopkins. This normal continued until Prof. Hopkins was chosen to act as State Superintendentt From then on it has been a high school, at present one of the best in the State.

One of the greatest advancements has been made in the class of teachers secured. The early teachers many times were very crude and primitive, often selected to teach school because unable to do anything else. Many of the earlier teachers were men and women of sterling worth and excellent qualities. The present system requires a teacher of training, appearance, energy and moral character. Most of the teachers are chosen because of their special adaptation and training to teach a special line of work. The county maintains a higher standard than the requirements designated by State Law.

The decrease in the number of men and the increase in the number of lady teachers is quite noticeable. In 1875 there were in the schools outside of Kokomo 90 men and 42 lady teachers. At present there are 50 men and 57 ladies. Of this number 44 are district teachers, 16 high school, 47 in the grades of graded and consolidated schools.

The early teacher received very small wages. Many times he secured his wages by "Boarding Around." He often was paid in produce, as a bushel of potatoes for a month's wages. The present salaries are not what they should be but they are much better than those of a few years ago. The average wages for teachers exclusive of Kokomo in 1875 were; men $2.35 per day and women $2.22 per day. At present the averages are: —districts, $3.05, graded, regular teachers $2.90, principals $3.83, high school principals $5.74, high school teachers $3.03, special and supervisors $4.06 per day. The teachers are encouraged to stay in the profession by paying more than the minimum wage law requires. Only a few teachers are paid the minimum wages.



Kokomo High School, Howard County.

The school work has been bettered by the changes made in the manner of conducting the Township Institute. The original way consisted of a meeting in each township. This was changed by uniting several townships and again in 1912 by the uniting of all the townships of the county into one institute. This institute is divided into four sections or divisions as follows, Primary, Intermediate, High School and District. Each section meets separately in the forenoon for the discussion of a program suitable to their line of teaching. In the afternoon all sections unite. A speaker is chosen to lecture to the entire body on some special topic. A general program is given. This form of institute has done as much as anything else to broaden the views of the teacher, standardize and systematize the educational work, and to create a broader social interest.

The value of school property and assessments in the townships has increased from a few dollars until at the present school property is valued at $261,700 and the assessments at $12,778,810. School property will be increased this year about $66,000.

The city of Kokomo is a school unit separate from the county. It has a teaching force of 91 (1915) teachers, 15 men and 76 women, maintains an excellent high school in a new, strictly modern building. There are seven wards in the city. One ward is for colored pupils. The buildings and schools are among the best in the state. The school property is valued at $499,350 and the assessments are $9,280,970. C. V. Haworth is the present superintendent.

Greentown was a separate school unit until 1912 when it was transferred and became a part of the Liberty Township school system.

The men who have served as County Superintendents are, A. J. Youngblood, O. A. Somers, Milton Garrigus, John W. Barnes, George Miller, E. E. Robey, and Albert F. Hutson.

Howard County is in a state of school progress which will place it second to none in the near future.

District No. 9, Jackson Township, Huntington County. School erected in 1915. There are 34 buildings of this type in Huntington County.

District No. 13, Lancaster Township, Huntington County. School was held in this building during the year 1915-16 for the last time.

A HISTORIC SKETCH OF THE SCHOOLS OF HUNTINGTON COUNTY

By Clifford Funderburg, County Superintendent

Huntington County is geographically one of the most favorably located in the state. In a rich glaciated area it is crossed by both the Wabash and Salamonie rivers. In fact it is just a little northwest of the center of the county that the two forks of the Wabash join. The Little Wabash has its rise a few miles south of Fort Wayne, enters Huntington County in the northeast vertex and leaves the county about the middle of the western side. The Big Wabash has its origin in the Great Reservoir of western Ohio and flows from the east to the west through the county, dividing it into two almost equal parts. The Salamonie river enters the county a little west of the southeast corner, flows to the northwest across the county, and joins the Wabash about five miles west of the county limits. These rivers have played a fundamental part in the settlements, in the agricultural development and in the internal improvements of Huntington County.

The Little Wabash flows in the ancient valley of a large glacial river which drained the Lake Erie lobe of the great northern glacier of early times. On this account the valley of this small stream is about one mile in width through this part of the state. It is through this level valley that the Erie and Wabash Canal, the Wabash Railroad and the Ft. Wayne and Northern Indiana Interurban road have been constructed. It was down through this valley, therefore, that the early settlers came from all the eastern states. The Aley's say in their "Story of Indiana", "Contracts were let for the building of thirty-two miles of canal (Erie and Wabash), and the construction was pushed rapidly forward. Work was begun at the St. Joseph River, and in 1835 was completed to the forks of the Wabash." On July 3rd of this same year the first boat was run down the canal and the towns of Roanoke, Mahon and Huntington soon sprang into existence.

With this coming of people came the question of the education of the young; and the history of this movement is largely the history of the same movement throughout the state during the same time. Of course the time of the operation of the schools under private guidance was short compared to the south end of Indiana, where the earliest settlements were made.

In Supt. Wm. P. Hart's "Report of the City Public Schools of Huntington, 1908-1909", is found this statement. "The first

school of Huntington was opened by Wm. Delvin in December, 1834, in a part of a log hotel erected by Jonathan Keller. Mr. Delvin was a native of Ireland, but had emigrated to this country with his parents when quite young. He had been educated at Hagerstown, Maryland." From this time until the middle of the century schools sprang up almost simultaneously over the county. The greatest development was in the country as that is where the large majority of the people lived.

Clear Creek Township is credited with having organized her first school in 1835; Lancaster, Wayne and Jefferson Townships in 1838; Rock Creek Township in 1839; Warren Township in 1841; Dallas in 1844; and Polk and Jackson in 1845. No exact data has been found for Huntington, Union and Salamonie Townships, but as these were among the foremost in the county, there is every reason to believe instruction was opened in all of them between the years 1835 and 1840.

The first schools were nearly all built by donated service and were subscription schools. Mr. Emerson Fisher, an ex-teacher and now a resident of Polk township, has this to say: "The first building in this township was a rough log house with a large fireplace capable of holding seven-foot logs. It was made of sticks and clay. A log was left out on the east side and this was covered with paper and a few glass. This was made the full length of the building. The usual pioneer furniture was used. The writing desk was on the wall just under the window, and a long bench was sufficient to hold the entire school. When the teacher was ready for writing, the pupils would file in from one end and slide towards the other end until all were seated. The three R's were the subjects taught." Mr. J. A. DeArmitt, a teacher for twenty years and now trustee of Jackson township, has this tribute to pay to the early schools: "The history of these old schools lives only in the memory of persons who received what little education they were fortunate enough to secure from teachers who are now sleeping in some secluded spot their last long slumber; but they left a memory behind which has grown brighter through the lapse of years. Ths history of one school is the history of all with different persons and different hardships to overcome."

The architecture of the one-room school has passed through four distinct phases: (1) The old log school house as described above; (2) the frame building; (3) the brick building on the same plan as the frame building; and (4) the modern brick building with basement, furnace, cloak rooms, play rooms, and inside

toilets. It is difficult now to even secure the picture of one of the log buildings. The last frame building in the county was used last winter for the last time. There are still 55 of the first type brick buildings in use and 34 of the modern ones. As this county is moving rapidly towards a centrallized school system it is probable but few more district one-room buildings will be erected.

The following by Mrs. Oliver Kline, who at one time was an instructor in the Huntington high schools, is very valuable information regarding the organization of the schools of this county and of the state: "The gradation of the schools was first agitated by County Superintendent McNally, but very little was accomplished in his time. This movement made some progress under County Superintendent A. D. Mohler; and finally was crystallized during the administration of County Superintendent Oliver Kline in 1887-1888. To be sure there was in use at that time a State Course of Study which met with a certain degree of success; but when professors of pedagogy who were employed to instruct teachers at County Institute came to the county, they said that this State Course of Study was not based upon correct pedagogical principles. In order to remedy this defect in 1888, Mr. Kline at his own expense employed Prof. Howard Sandison of the State Normal School to prepare a course of study for use in the Huntington County schools. In addition to the use of this manual in Huntington County about 600 copies were distributed upon the request of superintendents, teachers and school officers of the state. In this manner this course of study prepared by Prof. Sandison really formed the basis of the course of study now used by our state."

Huntington County has always been deeply interested in higher education. Large numbers of the young men and women flock to various colleges, normal schools and universities every year, and this disposition extends back to an early date. Another manifestation of this same interest is the operation of seven certified county high schools, four commissioned town high schools and the Huntington high school. Every boy and girl in the county has the opportunity of graduating from a standard high school while living at home. The high school in the city of Huntington was organized in 1873; Roanoke and Andrews, 1880; Mt. Etna, 1880 or 1881; Warren, 1884; Bippus, 1887; Clear Creek Center, 1888; Monument City, 1891; Majenica in Lancaster Township in 1892; River in Lancaster Township in 1893; Jefferson and Union townships in 1895; Banquo in 1896; and Rock Creek Center in

1903. (Data not furnished from Markle.) All of these schools have made great progress except Jefferson Township and Mt. Etna. The former felt that it could be better accomodated by paying tuition to neighboring schools, so discontinued high school work in 1904. Mt. Etna was unable to raise sufficient funds to develop into a first rate school, and discontinued in 1913.

At the present time there is a strong sentiment favoring the establishment of up-to-date graded schools all over the county. This year two new buildings of this kind are being erected, one at Rock Creek Center, the other at Bippus. Each plant when finished will be worth $40,000.00. These buildings are sufficiently large to accomodate all the pupils in the townships where they are located; and with the improved roads and growing sentiment consolidation is only a question of a short time.

BRIEF HISTORY OF THE SCHOOLS OF JACKSON COUNTY.

By JEREMIAH E. PAYNE, County Superintendent.

TRADITIONAL HISTORY

Tradition of a semi-historical nature places the beginning of education in Jackson County at a time previous to the organization of the county. This occurred in the early part of 1816 under the legislative act passed at Corydon December 18, 1815.

The first school of which we can find any record was taught at Vallonia by Mr. Jennings in 1811. In 1815, Heddy Goodwin taught a school near Vallonia. These two schools are mentioned in the reminiscences of Jas. Burcham, written in 1874.

The first official record concerning schools in Jackson County is an order from the County Commissioners to the Sheriff instructing him to prohibit the further use of the court house for school purposes until the terms of the contract were complied with. This order was made in 1818. Very little authentic school history can be found prior to the adoption of the new constitution. In December, 1832, Jesse Durham was elected school commissioner. His chief duties seem to have been attending to the sale of the school lands of the county and loaning the proceeds. In 1833, Gabriel W. Woodmansee was appointed trustee of the seminary fund. He was succeeded by High Finley. The commissioner's docket shows that on Sept. 7, 1840, two lots in the county seat were purchased on which to erect a county seminary, which had been in existence since 1837. The seminary and ground was sold in 1853.

COUNTY EXAMINERS

After the adoption of the new constitution and the change from the district to the township system, matters became more definite. The qualifications of teachers were raised. Among the early county examiners were:

March 7, 1854.....John L. Owens, Amos Frost, Samuel Brown appointed for one year.

March 7, 1855.....John L. Owens, Samuel Smith, John T. Carr.

March 4, 1856.....John L. Owens, Dr. W. C. A. Bain, Wm. T. Dobbs.

June 3, 1857.....Jas. C. Wells, Rev. McBoothe, Wm. Dobbs

March 2, 1858.....Jas. C. Wells, Isaac Laraway, Wm. Dobbs appointed until successor was chosen.

March 9, 1860.....D. Moore, Jas. K. Hamilton, Isaac Laraway were appointed for one year.

One of the First School Buildings in Jackson County. Built about 1840.

Shields High School, Seymour, Jackson County.

June 6, 1861.....Wm. Robertson was appointed for three years.

June, 1864.....Jas. K. Hamilton was appointed for three years. He resigned and in

June, 1865.....Byford E. Long was appointed and served until June, 1868, when Jas. K. Hamilton was appointed. After serving one term and one year, he resigned. In 1872 W. S. Swingle was appointed, serving as examiner until June, 1873.

COUNTY SUPERINTENDENTS

At this time the office was changed from County Examiner to County Superintendent. W. S. Swingle was appointed the first County Superintendent, serving for a term of two years. In 1875, he was succeeded by A. J. McCune, who served two terms. In 1879, Jas. B. Hamilton was appointed and served until 1887, when he was succeeded by W. B. Black who served until 1897, when he was succeeded by J. E. Payne, who has served continuously to the present time.

The schools of the county have kept pace with the development of education in the state and no better evidence of advancement can be seen than in looking at the two pictures accompanying this article.

EARLY SCHOOL CENTERS

One of the first schools in Owen Township was taught in a log cabin that stood on the farm owned by Mrs. Black. The first teachers were William Terrell, Bowler Vawter and John Anderson.

CLEAR SPRING

The citizens, realizing the advantages of a higher education in 1856 established the CLEAR SPRING high school. This was built by a joint stock company, incorporated under the laws of the state. (The principal stockholders were William Scott, M. L. Wicks, Abraham Branaman, William Hamilton, William Alexander, J. R. McCoy, Taswell Vawter, J. P. Scoll, Seaman and Brown.) Dr. J. C. Wells was the first president, John L. Owens, the first principal. He was succeeded by Judge Wilson of Bedford, who was followed by David Moore, to whom the school owed its success more than to any one else. Under his supervision students came from all parts of the county as well as from

other counties. The following are some of the principals and terms they served; J. W. Browning, 1900-1904; J. H. Bruckemyre, 1904-1907; Grace Bergdoll, 1907-1908; O. T. Dunagan, 1908-1909; George W. Robeson, 1909-1910; Amelia Beikman, 1910-1911; Jas. Tatlock, 1911-1915; W. R. Fitzgerald, 1915.

This school was commissioned by the State Board of Education in December, 1915, and has an enrollment of forty-three in the high school. There will be an addition to the building and another teacher in the high school next year.

WEDDLEVILLE

The first school in Carr settlement was taught in a log school house north of Weddleville. The first teacher was Leonard Huston.

In 1855, the citizens of Carr Township, desirious of better educational facilities, decided to establish a high school or academy. Sufficient funds were raised and a two-story brick building was erected known as Weddleville High School. For several years this was the leading school of this section of the county.

Owing to the growth of Medora, a high school was established one-fourth mile north of town in 1878 with T. J. Charleton as teacher. In 1897, the present site in Medora was selected and a modern building erected. The principals are: C. E. Lesher, 1897-1899; F. E. Callahan, 1899-1904; Porter Shortridge, 1904-1907; C. G. Shortridge, 1907-1913; J. H. Thomas, 1913.

The school was certified in 1908 and commissioned by the State Board of Education in 1912, C. G. Shortridge principal. Before the school opens this fall another up to-date room will be added for Domestic Science, making in all ten rooms used for school work. The high school now enrolls sixty pupils.

HAMILTON TOWNSHIP

The early schools of this township were in no way different from the other pioneer schools of the county. The first school was held in a log church which stood about a mile south of Cortland. John Simson was the first teacher, who was succeeded by Rev. John Tinder, a Baptist minister. The first house built especially for school purposes was in 1842 or 1843 and stood about one-quarter of a mile east of the present building in Cortland. Two rooms of the present building were erected in 1876 and two more

rooms were added in 1896. John McCoy was one of the first high school teachers.

This school was certified by the state in 1908 and commissioned in December 1915, under C. R. Jackson, principal. The high school enrolls thirty-two pupils. There are three teachers in the high school and three in the grades.

BROWNSTOWN

After the sale of the Jackson County Seminary, the building was remodelled and enlarged. High school subjects were taught and the school gained the name of White River Academy. One of the early educators was Prof. W. T. Dobbs. The advanced department of the school since 1870, the date of incorporation of Brownstown, has been known as Brownstown High School.

Through the work of Prof. J. L. Lucas, a commission was obtained in 1882, but it was lost a little later when the standard was raised. In 1889, Brownstown and Ewing were united for school purposes under the head of Superintendent Owens. Agitation for a new building was begun and in 1892 the present brick building was completed, containing twelve rooms.

The following is a list of the superintendents of the Brownstown schools: J. L. Lucas, 1882-3; Wm. H. Sims, 1883-4; C. L. Hattel, 1884-8; E. M. Hobbs, 1888-9; J. T. Perigo, 1889-90; J. R. Owens, 1890-1; R. T. Evans, 1891-3; L. N. Fouts, 1893-1902; W. B. Black, 1902-03; L. C. McCarty, 1903-07; J. A. Linke, 1907-09; J. E. Clifford, 1909-10; G. E. Long, 1910-11; H. G. Knight, 1911-13. Hale Bradt, 1913-15; Hugh Cathcart, 1915.

The school has increased in number and efficiency. The enrollment in the high school is eighty-six. The enrollment in the grades is three hundred fifty-five. The number of teachers employed in the high school four, in the grades, eight.

SEYMOUR

The first school in Seymour was taught during the year 1852-53, the town having been laid out and a few houses built during the year 1852. The first teacher was Eliza Gibson, an educated woman, who for several years was Associate Editor of the Indiana School Journal.

The first school-house was built in 1853 on the corner of Fifth and Ewing Streets, by Meedy W. Shields, by whom the town was founded. In 1859 a two-story brick school building

was erected by the corporation which met the needs of the people for several years.

Meedy W. Shields gave to the town the square on which the Shields High School now stands for school purposes. In 1870, the first high school building was built on this ground. It was a six-room brick building. In 1859, an addition of six rooms was added to the building.

The growth of the town was such as to make necessary the building of other schools for elementary and primary classes. Four ward buildings were built as follows: The Laurel Street School in 1881; The Park school in 1885; The Third Ward School in 1888.

These buildings are four-room brick buildings of modern type. A two-room school for the colored children was erected in 1880 on Lynn Street.

In 1910, the first Shields High School building was replaced by the present beautiful building. This building is modern in every particular and contains twenty-three rooms for school purposes.

The Seymour High School was organized in 1870 in the old Shields building. The first class to complete the course of study was graduated in 1874. Since that time at least three thousand pupils have shared in the work of the high school and received a preparation more or less extended for the duties of life.

The alumni roll of the school contains the names of six hundred and seventy-six graduates, most of whom have filled honorable places in life. A glance over the roll of graduates and into the lives of the men and women whose names we find there will show to any one the important place the high school has filled in the community life. The work of the high school is best evidenced by the lives of the men and women it has sent out into the world.

From the organization of the school until 1913 the course of study consisted of the regular four-year academic work prescribed by the State Board of Education. In 1913, the course was reorganized by placing the seventh and eighth grades in the high school, the schools of the city being divided into six years elementary work and six years of high school.

The first superintendent of schools was employed in Seymour in 1870. Since that time six persons have filled that position. The splendid work of the schools during these years has been due to the fine spirit of these men and the corps of teachers which grew up under their direction.

Following are the names and terms of office of those who have been superintendents of the schools: J. C. Housekeeper, 1870-1873; J. H. Colwell, 1873-1880; W. A. Wood, 1880-1892; H. C. Montgomery, 1892-1909; J. A. Linke 1909-1913; T. A. Mott,1913.

Summary

The old buildings are being replaced by modern up-to-date buildings as rapidly as the means will admit. Arrangements are being made for the erection of five new buildings this year.

The county at present has seven commissioned high schools, one certified, two non-certified, one consolidated school, eight graded, sixty-eight one-room district schools and ten parochial schools. Every township has a high school except two, Washington and Redding, and they are accomodated by the Seymour High School. The average length of school term for the county is one hundred forty-six days. The total number of teachers in the county one hundred eighty, exclusive of the parochial teachers. There is a good school spirit in the county and the teachers, patrons, pupils and school officials are putting forth their best efforts to make the schools second to none.

JASPER COUNTY SCHOOLS.

By ERNEST LAMSON, County Superintendent.

Jasper County being of a swampy nature, was not settled as early as some of the other counties of the State. The first white settlers of whom we have any records arrived by way of the old trail through what is now Lafayette and Francesville about 1834. They visited the rapids of the Iroquois at Rockwise, now Rensselaer, and then made settlement at the forks of the river about ten miles northeast. For some time the only school was in the homes of these hardy pioneers, but about 1838 a log school house about twelve feet by fourteen feet was built a short distance northeast of where now stands the Granville Moody residence. This was the pioneer to be followed later by another of like construction on the Makeever place a short distance northeast of the present Blue Grass school house of Newton Township. These two buildings were followed soon by many others over the county, yet no further back than civil war times it was not uncommon for children to have to go from four to five miles to school. The teacher of the first school was a Mr. William A. Webster, a relative of the A. C. Pancoast family. Among the early teachers appear the names of many of the county's leading preachers, lawyers, doctors, judges and merchants. These men made teaching a stepping stone to their profession and yet it can be said of them that they gave to the children personal contact with the best blood of the country. Among the teachers of the county who have achieved success in the educational field may be mentioned the names of Burl Richardson, Chas. and Isaac Lewis, E. W. Bohanon, E. O. Holland, Thomas Large, Samuel Sparling, W. H. Sanders and Benjamin Coen. Besides these mentioned many others, both men and women, have made their influence felt in our great school system. As early as 1877, a high-school was established at Rensselaer. Later, Remington and Wheatfield followed and these three are now the only commissioned high schools in the county. Keener Township was the first township to establish a township high-school, in 1914, at DeMotte. In 1916, a township consolidated school was established in Kankakee Township at Tefft. This school offered four year's high-school work from the first and provided for the complete consolidation of the entire township. In the same year Union Township established a high-school at Fair Oaks and also provided for partial consolidation of the rural schools of the township by establishing graded schools at Parr and Virgie.

Marion Township in the same year consolidated the southern part of the township. A modern school building was built about four and one-half miles southeast of Rensselaer and the seven district schools south of town were hauled there. While the building is not large it is strictly modern in all respects and arrangements have been made to care for the children as well as in the best city schools. The township trustee has plans for the complete consolidation of the township during the next year. The great number of large farms in the county, the sparce population and the condition of many of the roads has made consolidation a difficult problem so that little has been done along that line.

District No. 5, Madison Township, Jay County. The log building and frame building have been succeeded by a brick building.

Pennville Public School, Jay County.

THE SCHOOLS OF JAY COUNTY.

By William R. Armstrong, County Superintendent.

The first schools of Jay County did not differ materially from schools in other counties of the State at the same time. The first ones were established in 1835,—one in Madison Township taught by Edward Bell Woten, and the other where the old Liber College used to stand, taught by Miss Sara Tharp. Mrs. Sumner Griffin held a school in Pike Township in her log cabin and the first school in Portland was taught by John McPherson from Ridgeville.

About 1852 a change was made in the school plan. The school section was then set apart, the district was established, and the three Trustees, a clerk and treasurer elected to manage the schools of the township. The first tax for school purposes was levied at this time and met with much opposition from taxpayers who had no children. Wages at that time were three dollars a week but soon advanced to a dollar a day. The licensing of teachers began in 1854. This made necessary a County Examiner. The first ones were James B. Jaqua, Jesse Jacobs, Thomas Bosworth and S. K. Bell, who later was County Superintendent.

The first County Institute was held at Liber College under direction of Pleasant Hiatt of Winchester and Jesse Jacobs, County Examiner. These Institutes employed no outside talent but consisted of discussions by local talent of live educational questions of the locality. The following day's program will suggest the general nature. Forenoon,—Motions of the Moon, Essay, selected, Declamation, Essay, selected, Exercises in Spelling, Oration, Cerebro Spinal Axes, Recitation. Afternoon—Phonetic Spelling including discussion of the question.

Debate, Resolved,—That a Republican form of government is not conducive to the highest education of a nation. Franco-Prussian War, Solo, Recitation.

In 1874, the County Superintendent's office was established and officers were elected in succession as follows;—S. K. Bell, Will J. Houck, John E. Bishop and F. L. Crowe. The plan of monthly reports was established. The rod had been the favorite means of discipline, but under a system of reports and publication of corporal punishment teachers sought other means of control.

In 1875, a system of grading was introduced. The school was divided into six grades. Regular programs were framed. Each pupil was required to pursue a regular course and examin-

ations were held and promotions or retentions enforced. The adoption of this system was the outgrowth of a County Institute discussion that year by S. K. Bell, W. A. Bell and J. W. Polley. The first set of rules and regulations was published in this year. In 1876, the first large school building in the County was built in Portland and has since been named the Garfield school.

The thing that did more to foster education in the County than any other, was the founding of Liber College in 1853 by Prof. I. N. Taylor of Cincinnati. Its manifesto shows the purpose: "The purpose of the institution is to furnish to any person whomsoever the facilities of a common school and collegiate education." The word "whomsoever" was later held to admit colored pupils, and led to a split and the formation of the "Farmer's Academy" which was of short duration.

The college was later conducted by Rev. Ebenezer Tucker, T. M. Eaton, E. A. Burnside, and Rev. Miles Moore all highly educated men. After educating all the leading and influential citizens of the county at that time, many of whom are still living, the college was discontinued in 1873. Harriet Beecher Stowe was a stockholder.

The Portland Normal School was established in 1882 by George Suman who conducted it till 1888. The school continued the work of the old Liber College, and educated most of the teachers of the county. The highest enrollment being about four hundred Prof. G. F. Reise had charge of the school from 1893 to 1896 and was most successful. Had he not died, doubtless it would have been continued. It was discontinued in 1899.

The first high school in Jay County was established in 1875 at Portland. The first class consisting of three girls, Genevra Boyer, Laura Mitchell, and Mollie Hase was graduated in 1879. The school was commissioned in 1885. C. M. McDaniel now at Hammond, Indiana, was one of the first teachers. Elwood Haynes, inventor of the Automobile was one of the First Principals and is a graduate of the "Polytechnic Institute" Worcester, Massachusetts. Earl Cartwright, one of the best and most widely known Baritones in this country is a graduate of the Portland High School.

The Redkey High School was the next established. It was organized in 1891. The course was three year's, as was the early course of Portland. It was commissioned in 1899. Among the early teachers was W. A. Wirt, now Superintendent of Gary, Indiana, and Assistant to the Superintendent of New York City.

The Dunkirk High School was organized in 1891, and commissioned in 1896. An idea of the themes of early graduates may be gained, by the themes of the Dunkirk graduates of 1895. The three G's (with salutary.) Gold and Gilding, Stepping Stones, American Girls, (by a boy), Golden Keys, and When the Shores are Won at Last, Who will Count the Billows Past (with valedictory). John C. Manning, noted Pianist now of San Fransisco, was a student of the Portland and Dunkirk High Schools, and teacher in the Portland Normal School. The Pennville High School was organized in 1894, and commissioned in 1901. It is located in a center highly interested in education, and is now housed in a building which for its size is not excelled in the State.

The Bryant High School was established in 1900, and commissioned in 1911. Owing to increased enrollment, the capacity was doubled making it modern in every respect in 1913.

The next High School to be commissioned was Poling in 1915. New Mt. Pleasant High School was organized in 1897 and commissioned in 1916. The new consolidated building provides for all modern educational facilities. All High schools in the County are commissioned except New Corydon, which offers a two year's course.

The Jay County Teacher's Association organized in the early nineties was discontinued in 1909. The meetings were held Friday and Saturday following Thanksgiving of each year, and were to discuss subjects of live interest to teachers, participated in mostly by the leading teachers of the County.

HISTORY OF JEFFERRSON COUNTY SCHOOLS

By JOSEPH H. HANNA, County Superintendent

The schools of Jefferson County have their beginning in the many private, secular, and denominational schools that existed in the City of Madison and in this county before free public schools were established.

There were more than sixty of these schools founded within this county and the city of Madison between 1810 and 1870. But of the number only a few need to be mentioned, as follows:

The school of the Rev. William Robinson was the first of which there is a record. It was founded in the town, now city of Madison, in 1810, and was continued for seven years, being succeeded in 1817, by the school of "Old Father George".

Hanover College, 1827, a survivor of the private schools, is located at Hanover and has an annual enrollment of more than 300 students, is a standard college and co-educational. It furnishes the local secondary schools with seventy-five per cent of their instructors, and provides training for many teachers of the elementary schools of the county. A full account of this splendid institution will be found elsewhere in this Biennial Report.

Prof. Green's School for Boys, in which the Egglestons, Cary and Edward, received training, was founded in 1838.

In the same year (1838) the Young Ladies Seminary was founded. Both of these schools lasted for several years, and provided secondary instruction for their students.

St. Mary's and St. Michael's parochial schools, constitute the remaining survivors of the private schools. Both are well attended by the pupils and well taught by the Sisters.

The last private school to which the reader's attention is invited is the "Eleutherian Institute", founded at Lancaster (College Hill as the founder called the place), a small village in the northern part of the county, by the Rev. Thomas Craven, in 1849.

He was a pioneer teacher and preacher of much force, and an anti-slave advocate who could not see why the colored race should not be educated and made the social equal of the white man. Hence the name of the institute comes from the Greek work "Eleutheros", meaning Freedom and Equality.

Rev. John C. Craven, son of the founder, was the first teacher, and associated with him as assistants, several men of rare intellectual power. Among whom we may name Judson Smith, 1849-

61, afterwards identified with Oberlin and Amherst Colleges. Prof. Wm. Brand, 1861-66, later of Franklin College, Prof. J. W. Brown, later professor of Latin in Franklin College, and Wm. H. McCoy, also of Franklin College. Prof. A. W. Blinn and James S. Reed became associated with the institute in 1867. Prof. Robert Gilmore took charge of the work in 1870, but finding it unprofitable gave it up in 1874.

Rev. John C. Craven, who had been in the west, returned in 1878, with the avowed purpose of reviving the institution. However, the task was too great for permanent success, and in 1887, disposed of the Eleutherian Institute to Lancaster Township for school purposes and it continues to be so used.

While the Eleutherian Institute was founded for the purpose of educating the negro, not more than forty of that race ever matriculated. Its most successful period was from 1855-61, when the annual enrollment was 150. It is still affectionately remembered as the Alma Mater of many former teachers of this county.

The present status of school conditions in this county may be reached by briefly mentioning the conditions in the eleven school corporations of which the county is composed.

Graham Township has the only commissioned high school in the county. This school is comfortably located in a recently remodeled, neat brick structure, with a large commodious basement where vocational subjects are taught. There are ten teachers in this township and 360 pupils housed in six different buildings.

Hanover is the only township where complete consolidation has been effected. It has a newly remodeled frame building, six teachers, and 290 pupils. Real manual training is done here, as is evidenced by the furniture and bric-a-brac that is made by the pupils.

Lancaster has the longest term of school of any of the townships. Seven months for the elementary schools, and eight months for the high school, now certified, but soon to be commissioned. There are ten teachers, 315 pupils, and seven different buildings. A new township high school building is much needed.

Madison Township has two new, eight-room modern buildings, and eleven one-room schools, in which more than 700 pupils are taught by nineteen teachers. This township has built more new buildings recently than any other school corporation in the county.

Monroe Township is the garden spot of Jefferson County, has nine one-room school houses, has 350 pupils, five macadam and gravel roads, crossing the township. It is the best situated for consolidation of any of the townships, but to date no serious attempt has been made for its accomplishment.

Milton is one of the most diversified of the townships, has eleven one-room schools, 335 pupils. Consolidation is impossible here.

Republican Township is on the verge of abandoning its certified high school. It has at present five one-room school buildings, one four room building and 280 pupils.

Saluda, the southwestern township, has ten one-room buildings, one four-room building, in which the certified township high school is located. This school is well equipped with tools and apparatus, and is doing excellent work in the vocational subjects, including real work in manual training.

Shelby is the northeastern township, has twelve one-room school buildings and one two-room building, in which is a newly organized township high school. This school corporation also has a rough surface, and on that account requires many school houses to accommodate its 340 pupils.

Smyrna is the smallest township of the county, has six one-room school buildings, 175 pupils, a broken surface, mud roads. Under present conditions the schools cannot be consolidated.

The City of Madison has a corps of forty-three teachers and supervisors working in five buildings, one of which, Lower Seminary, erected in 1838, is probably the oldest public school building in use, in this county. It has been condemned several times, and as many times remodeled. A new structure is badly needed to take its place.

In concluding this brief sketch of the schools of this county, it seems proper that mention should be made of a few teachers who were and have been long in the service, namely: Geo. R. Harper, of Shelby Township; David Jones, of Monroe Township, who taught for fifty years; P. R. Vernon, of Milton Township, at one time county examiner; Miss Lena Zenor, Graham Township; Campbell Kinnear, Columbus Marshall, W. H. H. Hartsock and Russell Wyne, all of Smyrna Township; Geo. C. Monroe of Saluda Township, first County Superintendent; and Lydia Middleton, Adelaide Almond, and Jennie Duncan, now ward principals of Madison.

The schools of this county need a longer term of school.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF JENNINGS COUNTY.

By ANNIE F. CARNEY, E. E. OLCOTT and SHEPHERD WHITCOMB, County Superintendent.

The fact that from sterile soil and rocky hills and mountains, come the leaders in the world's history finds illustration in Jennings County. The rich central counties look rather disdainfully on our yellow clay and stony hillsides, yet an investigation will generally develop the fact that Jennings County and especially Vernon, through the early schools has produced the "men" who have furnished their towns and cities with some of its most public spirited and progressive business and professional leaders, who perhaps more than balance the scales against hogs and corn.

Vernon, the picturesque peninsula city, was settled by cultured eastern and southern pioneers. John Vawter, the founder, laid out the town, and later in August, 1817, the first town lots were sold. At this time, certain lots were donated by Vawter and McClure for churches, schools and a public playground known as "The Commons" was deeded forever to the children of Vernon. "The Commons", bounded on the east and north by the fair Muscatatuck and beautiful hills, is an ideal playground. Near "The Commons" John Vawter built in 1817, a cabin for a school house, and the Rev. Joel Butler, an aged Baptist preacher, of New York State, taught the first school.

Mr. Butler's son, Chauncey Butler, and family had come to this new territory in 1816 and the father had come to visit and occupied the time teaching the few pioneer children.

Ovid Butler, the founder of Butler College, was a son of Chauncey Butler.

Soon after Mrs. Lard came from the east to the little cabin school house to teach the school. Mrs. Lard had united with a Baptist Church in her native state, Vermont, when a young girl, and the Rev. Joel Butler had baptized her.

Mrs. Lard lived in the cabin school house, "kept a boarder" and taught school. Mrs. Lard's plan of teaching was individual, each pupil standing at her knee to receive instruction and recite. Many interesting things have been written of this school, and the characteristics of this teacher.

In 1822, is found the first mention in the county records of the "Jennings County Seminary" and the appointment of the trustees.

The educational spirit of Hanover College had extended into the new county, which had been organized in 1816.

Andrew Porter was a "Preceptor" but not in the Seminary, in 1825. He was also connected with the organization of the Vernon Presbyterian Church and being clerk of the Session his beautiful penmanship is preserved in the church records of that year.

The exact date of the completion of the Jennings County Seminary is not known, but it was in the early thirties. This building now forms a part of a residence and is across the street from the "Academy" which is now used as the high school building.

For several years the Seminary was used by teachers who circulated a subscription paper and when enough pupils were signed began their school. The tuition for a term of thirteen weeks was from one to two dollars.

Perhaps the first teacher in the Seminary was a Mr. Hamant, a small slender man with a cat-like tread that enabled him to steal upon his plotters of mischief unawares till the resounding whack of his ferule was heard.

Mrs. Stevens was one of the early teachers sent out by a New England society for the promotion of education in the "Destitute West". She was cultured, dignified, and of lovely character.

In 1842, a Hanover College student by the name of Beck taught the winter term. During the term the study of algebra was introduced.

In 1843, William Butler, another Hanover student, taught the school.

In 1845, came "The Teacher", Rev. A. J. Dunning, who taught a number of years and left an impress upon his pupils which was transmitted unto the "third and fourth generations". Mr. Dunning was not only a learned man in ancient languages, Hebrew, Greek and Latin, but in the modern languages. He was a thorough mathematician.

Education took on a new meaning. He made reading a fine art. He also taught the first class in Latin, and "permitted" a girl to be in the class. A few boys had taken private lessons in Latin from Rev. Daniel Laltimore (pastor of the Presbyterian Church from 1825-1837.)

The exhibitions which always closed Mr. Dunning's school term were great events, and were usually held at the Presbyterian Church. One program has been preserved of an exhibition given April 6, 1849, and of the forty persons who took part, but one is living to-day, Dr. Philander W. Payne, aged 86, of Franklin, Indiana.

Mr. Dunning also had a "night class" in chemistry, and as his wife was a teacher of French and botany the two were influencing and building up educational forces that were permanent. They also organized a Historical Society which met in their home.

Many of the women teachers who were assistants in the Seminary married and remained in Vernon until the close of their lives.

Several of the pupils became teachers and later were known as David Vawter, Banker, Rev. James Read, Hon. Judge Jeptha D. New, member of Congress. Among the pupils who became well known in different lines were Dr. John Tipton Shields and brother, Dr. James Sever Shields; Dr. P. W. Payne; Hon. John C. New, Consul General to London; Rev. Dr. W. T. Stott, ex-president of Franklin College; Rev. Orlando Clark; Hon. Ovid Butler; Hon. Horatio Newcomb, Judge of Supreme Court, and assistant Secretary of the Interior, during Grant's administration; Gen. Robert S. Foster and brothers, Wallace, William, Edward and Chapin; Susan Dunning, known as "Shirley Dare", the popular and versatile newspaper correspondent; Mrs. Mary A. Pabody Leavitt, writer of verse, noted W. C. T. U. lecturer and member of the Western Writers Club".

During all these years the district schools of Vernon were adding recruits to the Seminary, as the Seminary was sending students to college at Hanover, Franklin, Miami, Ann Arbor, Indiana State University for advance learning.

Then came a demand for a larger and better building. In 1859 the Academy was completed. The students of the Seminary were much interested in the new academy and were given the charge of laying the corner stone and with much pomp and ceremony they placed in the cavity a copy of the constitution and by-laws of their society, "The Cleonion", a copy of the Vernon Banner and some coins.

The courses of study were varied and tuition was on a sliding scale.

Mr. O. Phelps was the first superintendent in the Academy. Aside from the tuition, thirty cents was charged per pupil for fuel and chalk.

As former pupils were known as the Dunning Boys and Girls, the pupils during the time were identified as "Mrs. Collins pupils". Mrs. Collins, a former Vernon girl, had graduated from Albion College, Mich., and began work here in 1855, continuing her work for fifteen years. She was a woman of rare personal charm, possessing high intellectual and musical attainments. Her pupils,

scattered all over the United States and foreign countries, honor her and attribute their success in life to her skilled teaching.

Another teacher, Prof. W. H. Venable, brought much culture and refinement to the pupils and town.

He was a writer of verse, historian, author and lecturer. He believed in weekly reports, and each week those who had been perfect in their work were reported to the public through the weekly newspaper. Each time the statement is made "That our standard is high."

Mr. Venable resigned to become superintendent of the Chickering Schools at Cincinnati.

The school had two papers during this time, the "Lux Luminum" and "Oceulea". A class in music recited at 4 o'clock on Tuesday and Thursday. A French class recited at 4:30 the same evening. Friday afternoons were devoted to literary entertainments.

A. M. Weston, a pupil of the great Horace Mann, and a graduate of Antioch College, was a successful teacher, and was followed in 1867 by W. H. McCoy, a graduate of Franklin College, and afterward a teacher in that college for many years. He made great changes in grading and classifying the school course.

The enrollment at this time was 255 and a charge of 10 cents per pupil was made for chalk, etc. To read the course of study today, one finds it is almost equal to a college course of today. The apparatus for science work is very meager, viz.: "The school will be furnished with a set of chemicals and a philosophical apparatus, a large electrical machine, and an air pump, magneto electrical machine, Grooves Battery (six cups), magnet, microscope, and other similar apparatus".

The Academy became the public high school and the district schools were abandoned and the grade pupils were all sent to the same building in the sixties. From 1870, the school began to reduce its course of study and to devise plans whereby students were classified. In 1880, the first class was graduated from a four years' high school course, and from then the school has continued to keep abreast the times and conform to the rules of the State Board of Education.

North Vernon was first incorporated as a town in 1869. At that time the schools were organized under town management. Thomas Olcott was the first principal of the town schools. The present old building was completed in 1868, an addition being built in 1884. This old building, not very commodious and not

very beautiful in appearance, served its purpose in a way until 1904, when the present modern high school was erected. North Vernon soon grew tired of the disadvantages of a town and was incorporated as a city in the Centennial year, 1876.

The first class under the new city corporation was graduated in 1878. North Vernon was one of the first high schools to be commissioned in the state and has held a commission continuously to the present time.

A regular four years high school course was adopted in 1893. The course was revised in 1901 to comply with the demands of the State Board of Education, when the "Credit System" was established.

During the last forty years, 1876-1916 (the National and State Centennials), the following superintendents have held forth: J. W. Stout, Wm. Isley, C. D. Bogart, Amos Sanders, Chas. N. Peak, Horace Ellis, Leva M. Foster, C. B. Newsom, Geo. P. Weedman and W. F. Vogel, the present superintendent.

The new high school building, erected in 1904, is a handsome structure but at the present time, too small to accommodate the constant increase in attendance. There have been about 400 graduates since 1876. The most modern work is being done in manual training and domestic science. Parent teachers' meetings have been held monthly for several years; much interest has been manifested and much good has been done by these meetings. The Centennial class this year numbered 24. From an educational and commercial standpoint, North Vernon is taking a new lease on life. Being the third railroad center of the state, the city has a splendid future awaiting it.

The history of the County Seminary furnishes such a valuable store of history that we can dwell but briefly on the common school history of the townships. We suppose, too, that our common school history is very much the same as in other counties and we shall not give time to the past but to the present conditions. We are not advancing as rapidly as many other counties are advancing, but we are doing something. Our people cling to the little district school, opposing vigorously any move toward consolidation. The township high school is well established, every township having a high school of its own except Vernon and Center, which townships are provided for by the city schools of their townships. The interest in the high schools is leading to the erection of central buildings which are graded schools and draw many common school children from a distance and through the influence of these schools a desire for consolidation is arising.

Campbell, Geneva, Lovett and Montgomery Townships have for some time been provided with suitable buildings of this kind and last year Spencer Township made a decided step forward in the erection of a $16,000.00 building which will take care of the whole township in the event the patrons should want to come to consolidation. Marion and Bigger Townships are building this year and we feel sure that Sand Creek and Columbia will not be willing to remain behind more than another year. We feel that the county bids fair in the near future to join her more prosperous neighbors on the west and north in supporting the modern idea and that while we do not believe that complete consolidation is possible under present circumstances, we think that the people will go far in that direction soon.

The teaching force of the county, including special teachers and the parochial teachers of the North Vernon Catholic school numbers 132. This number has varied little in the last twenty years. Twenty-four of last year's teachers were beginners and twenty-one were teaching their second year. Comparatively few of our teachers are old in the service. Our experienced teachers are getting away from us.

For ten years previous to 1915 the number of children as shown by the enumeration steadily and alarmingly decreased, but last year we made a net gain of 240 and since we held our own this year we are hoping that our population is coming back.

Although special vocational schools have not been established and no levies have been made for the maintenance of such schools, our people take a great interest in the work which has been required in that line as a part of the regular school work. Citizens of the county have subscribed almost enough money to meet the requirements for calling for a county agricultural agent and we hope to be able to get an agent by January, 1917.

Jenning's County's valuation is low; her tax rate is very high, the average rate being more than three dollars. We must know just what innovations are going to prove to be practical and beneficial before we shoulder new burdens but when we are convinced that a thing is good we are willing to go to our limit to have it and the county superintendent believes that the people feel that the most needed improvement in the school line just now is better buildings and better equipped buildings and partial consolidation. We are approaching the inevitable without fear and grumbling; in fact we are getting ready to make some long steps forward in Jennings County.

JOHNSON COUNTY.

Early Schools—Illiteracy—Sentiments *vs.* Schools.

By Jesse C. Webb, County Superintendent.

A brief description of one of the early school buildings of Johnson County will suffice to give the present generation an idea of the educational equipment in 1825. In addition to the unusual type, herein described, we had rooms of log cabins used as schools. We also had abandoned cabins used for this purpose. Then again we had log churches which were used for school purposes during the week.

A very unusual type of a log school building was built in the south half of White River Township about 1825. The building contained no windows and only one door. It was so arranged that the fire was kept burning in the center of the earthern floor. The chimney was built on "four posts planted in the ground about six feet apart and rising to the roof" and was intended to carry the smoke away which sometimes it did not do. The chimney served the additional purpose of furnishing much needed light.

The earliest schools of Johnson County limited their course to the subjects of reading and spelling. Arithmetic was added to the course at a later time.

An idea of the illiteracy of the women of the time as well as of other times in Johnson County's history is shown by the records of the recorder's office of Johnson County.

In 1824, more than two-thirds of the women who took part in real estate transactions were unable to write their names.

In 1860, a similar record shows that only one-third of the women were unable to write their names. While the record of 1900 shows that all women of that time could transact business without making their "marks".

It is probable that the changes brought about by the new constitution of 1851 were to some degree responsible for the marked progress in the disappearance of illiteracy after that time. This constitution made definite provision for free public schools, strange to say much against the wishes of the people of Johnson County, since they voted on this question, three times during the years 1849-1851. Each time the vote was against public schools. The total vote of the three elections was 1,452 for and 2,652 against.

SENTIMENT CHANGED—A TRANSITION—BETTER SCHOOLS.

Since 1900, a marked change has taken place in the school equipment and in the school buildings of Johnson County. The super-excellence of the consolidated schools has manifested itself to the people in a way which is quite convincing. Seventy per cent. of the 85 one-room-one-teacher schools have been abandoned mostly within the last ten years. Eleven of the remaining twenty-five one-room schools, strictly speaking, are not one-teacher schools because music and domestic science teachers visit these schools and give one lesson a week on these subjects. "Needham" township has done nothing in the way of consolidation. (A Missouri superintendent says that this township should change its name to "Get-am".) A new consolidated school building has been ordered in Blue River Township. This almost completes the consolidation plan for the county. It is hoped that the advisory board will not attempt to hinder the trustee and patrons in this progressive movement. They can and should be mandated if they attempt it.

The fundamentals are taught much better in the consolidated schools than in the one-room-one-teacher schools.

SOME COMPARISONS—TYPES OF SCHOOLS.

During the last three years five hundred thirty (530) eighth grade pupils of the township schools of Johnson County have tried the examination for graduation from the common branches. Of this number three hundred eleven (311) were from the consolidated schools and two hundred nineteen (219) were from the one-room-one-teacher schools. The manuscripts of these pupils were sent to the county superintendent by number. Until they were graded and reported it was not known by the superintendent, from what type of a school they came. Two hundred fifty eight pupils (87 per cent.) from the consolidated schools made a passing grade (75 per cent.) on the first examination, while only one hundred eighteen pupils (54 per cent.) from the one-room-one-teacher schools were successful on the same examinations. Fifty-nine pupils from the consolidated schools made a grade of ninety per cent. or more. While only six of the two hundred nineteen pupils made a grade of ninety per cent. The pupils of the consolidated schools had the additional advantage of more efficient work in Art, Music, Agriculture and Domestic Science. The social advantages were better also;

they had no one pupil classes. Needham township had sixteen one-pupil classes last year—a lonely time they had.

There is no longer any argument in favor of the one-room system for Johnson county that is worthy of serious consideration.

High Schools and Vocational Work

Johnson County has ten commissioned high schools—one for each thirty-two square miles of the whole county. They are so distributed that they are convenient for all children.

There are fifty-three teachers teaching in these ten high schools, thirty of whom are college graduates. Four teachers of the rural high schools are on the job twelve months each year. A County agent who is a graduate of Ames Agricultural College co-operates with the school people in the various lines of home-project work which is on in the county. Pig Feeding Clubs, Tomato Clubs, Poultry Clubs, One-Acre Corn Clubs and Five-Acre Corn Clubs for adults have been organized. Public interest is being aroused because of these industrial activities.

When present plans are consummated next September, the Union Township Vocational school will have one of the best and most unique rural schools and rural school buildings to be found anywhere. A large gymnasium, auditorium with its gallery furnishes a community meeting place adequate for all needs. Time and space forbids a detailed description of this splendid outfit. However there is quite a difference between it and the so-called high school which existed in this township when the writer as County Superintendent made his first visit to this school in 1904. At that time there was not a college graduate teaching in the township. The teacher who had charge of the four-year high school also had the additional task of teaching the primer class of the grades. A temporary partition had been put through the one-room building, high school was supposed to be conducted on one side of it and grammar grade work on the other. The grade pupils, forty-three in number were crowded into one-third the space they should have had.

It is now common to have Bible classes, orchestras, victrolas, pianos, dramatic clubs, debating societies, athletic teams, glee clubs, exhibits of various sorts, community gatherings and other activities in connection with consolidated schools.

Such activities supplemented by a better understanding of the fundamentals gives the children more joyful and at the same

time more useful experience. Thoughtful people, more skillful and more righteous is the final product of such work.

The high school enrollment for the county this year is more than eight hundred. For a county with a population of 21,000 and with an enumeration of 5,300, this, I think, is at least a manifestation of commendable public interest and support. The people are being educated as well as the children.

THE SCHOOLS OF KNOX COUNTY.

By Edgar N. Haskins, County Superintendent.

The first provision made for schools in Knox County was in 1806 when an act incorporating the Vincennes University passed the Legislature, and the laws authorizing one civil Township set aside by Congress in 1802 to be put on the market. The proceeds arising from the sale of which were to be applied to the erection and sustaining of a seminary of learning to be built in the village of Vincennes, then the capitol of the Territory.

In that early day courses in English, French and Latin languages were offered. Elementary education also received much attention and well regulated courses in Geography and Mathematics were given the children of the village.

As early as 1834 Bishop Brute established free schools and in connection therewith a night school for those who could not attend the day school. In 1836, they had proven so successful that the Western Sun commented editorially upon the splendid advantages the free schools under his management afforded.

The present system of Free Public Schools for Vincennes was established in 1853. For the first three or four years, owing to the want of funds, the free schools were such only in name. Each year, however, has witnessed additional growth and improvement, until at present the public school property is sufficient to afford convenient school privileges to children in all quarters of the city.

St. Rose Academy, the former site of Vincennes University was purchased in 1839 from the trustees and the institution opened its doors in 1864.

Knox County was reduced to her present size in 1817. As the present townships were formed each made early preparation to educate the children within her bounds. As early as 1865, there were seventy-seven one-room buildings in the county and one three-room building in the city of Vincennes. Interest in education was keen and new buildings and more teachers were needed to carry out the demands of the public. The greatest number of buildings ever in operation at any one time within the confines of the county was one hundred thirty-two. One hundred fifteen were district schools and seventeen graded schools, seven of which were in the city of Vincennes.

The city of Vincennes with the completion of the one hundred thirty thousand dollar new junior high school building now in

Vincennes Township Consolidated School, Knox County.

process of erection will be second to no city of its size in the state. Her buildings are all up-to-date and well equipped along all modern lines.

The rural one room schools reached their climax from point of number about 1903 for in 1905 Busseron Township began consolidation. Vigo, Palmyra, Vincennes, Steen, Widner and Washington Townships followed soon thereafter. From 1908 to 1912 there was a pronounced change in the county. Large sanitary and up-to-date buildings were erected in every township, ranging in cost from fifteen to thirty thousand dollars. The one-room district buildings were reduced from one hundred fifteen to fifty-six and the number of graded schools was increased from seventeen to thirty-one.

Today there are from one to four commissioned high schools in each township maintaining the highest standard course of study and preparing the young men and women for future citizenship. Music, Art and Vocational Education are receiving much attention throughout the county and the splendid school spirit in these graded and consolidated schools is an inspiration to better things.

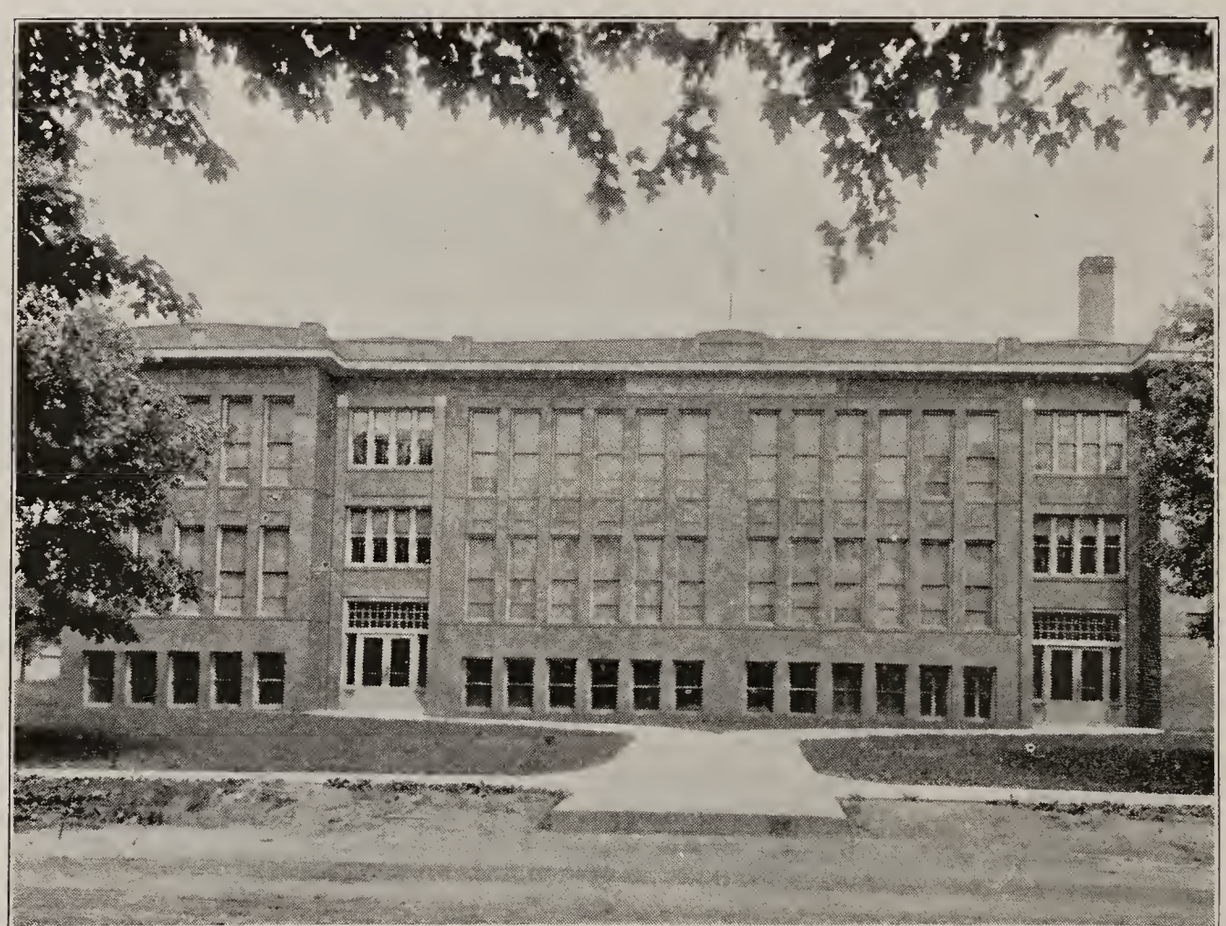
We point to Palmyra Township with some pride in her one building to care for and educate the children of the entire corporation.

Busseron, Vigo, Widner and Steen have each completed consolidation so far as practicable, leaving in operation three district schools each while Washington has but four. The remaining corporations are moving rapidly toward the same goal and in the near future all will have completed the work.

Vincennes Township has a modern up-to-date thirty thousand dollar structure that holds a unique place in the schools of her county. It is all that can be desired from the standpoint of sanitation, arrangement and equipment. In connection with this brief review of the schools of Knox County you will note a photograph of Vincennes Township Consolidated School No. One, showing the building and means of transporting the children to and from school.

At the close of this centennial year, Knox County looks back upon past accomplishments with pride and into the future with an inspiration to greater effort and the desire for higher achievement.

"Eight Square" Schoolhouse, Plain Township, Kosciusko County. Built in 1864. Now used for church services only.



Van Buren Township Consolidated Grade and High School, Kosciusko County.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF KOSCIUSKO COUNTY.

By E. B. SARBER, County Superintendent.

The early history of the schools of Kosciusko county is obscure. No records, it seems, were kept. According to tradition, however, which, by the way, seems to be authentic, the first schools were held in Plain and Van Buren townships during the winter of 1835-36. The following year schools were conducted in Prairie and Turkey Creek, other townships following suit as fast as they were sufficiently settled. No school, however, employing more than one teacher was established until 1854. This was located in Warsaw, enrolled 140 pupils, and was taught by the late Joseph A. Funk assisted by Miss Emeline Yocum.

In common with other parts of the state the first school houses were built of logs, had greased paper windows, backless slab benches for seats, and were heated by means of fire places, the larger boys being required during school intermissions to cut the wood from logs which had been hauled to the school grounds by the patrons. Many of these early buildings were made to "pay a double debt" being occupied during the week as school houses and on Sunday as places of worship.

As all the schools from 1836-53 were subscription schools dependent upon private liberality for their maintenance, salaries of teachers ranged from five to fifteen dollars per month. The subjects taught were spelling, reading, writing, and arithmetic with the emphasis on spelling.

Soon after free public schools were established, the old log structures gave way to frame buildings having glass windows, home made desks with backs, and heated by stoves. Instead of being plastered these houses were ceiled and one end of the room was painted black so that the boys and girls in those days had the pleasure of "working" their problems on real-for-sure black boards. From 1880-1900 the frame buildings were displaced by brick. From the standpoint of heat, light, and ventilation, these offered little if any improvement over their predecessors. Better desks, blackboards, and other equipment were provided, however.

Except in villages and towns all buildings were of the one-room variety and it was not until 1906, at which date there were 118 of these one-room buildings in use, that the first rural consolidated school was built in the county. Since then the sum of

$350,000 has been expended in modern, well equipped, up-to-date sanitary, consolidated schools leaving only about 50 of the old type buildings to be used the coming year.

Until 1908, Kosciusko county had but one commissioned high school. The number of high school pupils enrolled that year was 215 and the graduating class numbered 48. At present we have 11 commissioned, 3 certified, and 1 non-certified high school, with a total enrollment of more than 900 and a graduating class this year of 150. Most of these schools besides being equipped to do regular high school work are doing some very creditable work in manual training, agriculture, and domestic science.

A very large per cent of our teachers have had some normal and college training and are doing conscientious, efficient work. With this good start we confidently believe that the day is not far distant when not only two-thirds but all of our boys and girls will have the opportunity of attending school in well equipped, sanitary school buildings and have for their teachers throughout their entire course only noble well trained men and women.

LAGRANGE COUNTY SCHOOLS.

By F. G. SMELTZLY, County Superintendent.

An active interest in the cause of Education has been characteristic of LaGrange County from its first settlement to the present. While the first pioneers were wending their way into the wilderness here, seeking homes for themselves and their families a member of a New York infidel club had become an enthusiatic Christian. This man, Nathan Jenks, when he came to answer the great question, "What wilt Thou have me to do", conceived the idea of founding an educational institution somewhere in the west modeled after the Oberlin Institute of Ohio. This idea materialized into the establishment of the LaGrange County Collegiate Institute at Ontario in 1837. This was one of the very first institutions of higher education in Northern Indiana. This school wielded a strong and healthful influence until on account of the increasing numbers of village high schools its patronage became so limited that it was discontinued in 1881. Very eminent among the heads of this institution and among the educators of the state was Rufus Patch, who was the Principal in charge of the school for twenty-seven years of the forty-one years of its existence.

Another private school was the Young Ladies Seminary at Lima, fostered by S. P. Williams, 1855 to 1862. The Howe Grammar School founded in the 80's was later developed into the present Howe Military Academy by the present rector John H. McKenzie. This school originally endowed by the Howes, has prospered under the present management and is in a flourishing condition. The influence of these private schools on the educational standing of the county has been invaluable, for very many of our illustrious people can trace their interest in securing an education to the inspiration received by themselves or their parents while attending this pioneer institution at Ontario.

In 1833, a small log school house was built about one half mile south east of the village of Lima. Here it was that John B. Howe taught the first school in the county. The house was a rude affair with three or four small windows, a huge fireplace and rough slab desks and benches. As this school was supported by taxation and by funds from the sale of Section 16 it was the beginning of the public schools of the county.

In the following decade school houses very similar to this one were built in various parts of the county.

Walnut School, Clearspring Township, Lagrange County. Oldest Schoolhouse still in use in Lagrange County. Built in 1861.

Joint Township High School, Clearspring and Eden Townships, Lagrange County.

When it was proposed in the new Constitution of 1852 to incorporate the free school system, the people of LaGrange County were at the front urging its adoption. Before this the schools were supported largely by subscriptions. Since then exclusively by taxation and the tuition free to all residents of the respective corporations and the log school houses superseded by more comfortable and convenient frame or brick buildings.

From the adoption of the new constitution to 1861 the teachers were licensed by a board of three examiners. From this time until 1870 by one examiner. Prominent among these examiners were Rev. Christopher Cory of Lima, and Prof. Rufus Patch of Collegiate Institute of Ontario.

In 1870 came a radical change in this office, the duties being so enlarged as to require a general supervision of all the schools of the county, the name was also changed to County Superintendent and the office assumed much greater importance. This office has been filled as follows; S. D. Crane, 1870 to 1871; Alfred Bayliss, 1871 to 1873; S. D. Crane, 1873 to 1874; E. T. Cosper, 1874 to 1875; S. D. Crane, 1875 to 1881; E. C. Machan, 1881 to 1899; H. S. Gilhams, 1899 to 1907; T. A. Norris, 1907 to 1911; F. G. Smeltzly, 1911, to the present.

Each of these County Superintendents has stood for the betterment of the schools in some phase in which he was particularly interested. Noteworthy among these movements were the uniform grading of the schools carried out by Crane and Machan and consolidation by Machan and Gilhams. The present incumbent believing that the school exists for the child rather than the child for the school is struggling with the problems of consolidation, transportation, and particularly sanitation and attempting to eliminate much wasted energy, inconvenience, hardship and danger to health.

Some of the changes in the schools since 1885 are as follows; the 111 district schools are now represented by 52 district schools, one graded school, five schools for grades and non-commissioned High Schools, two for grades and accredited High School and six for grades and commissioned High School.

While the school population of the county is gradually decreasing, the school enrollment and per cent of attendance has increased. The high school enrollment and attendance is high. The averages for the past five years are as follows: Enumeration 4,069, Enrollment 3,431, Attendance 2,699, High School Enrollment 498, Eighth Grade Graduates 185, Commissioned

High School Graduates 79. Of these High School graduates, a large majority have gone to college.

Special attention is being paid to buildings and equipment, and during the past five years three of the six commissioned School buildings viz., Lima, LaGrange, and South Milford have been rebuilt and modernized while at Topeka, Clear Spring and Eden Townships have built a splendid new High School building and remodeled the old building for the grades.

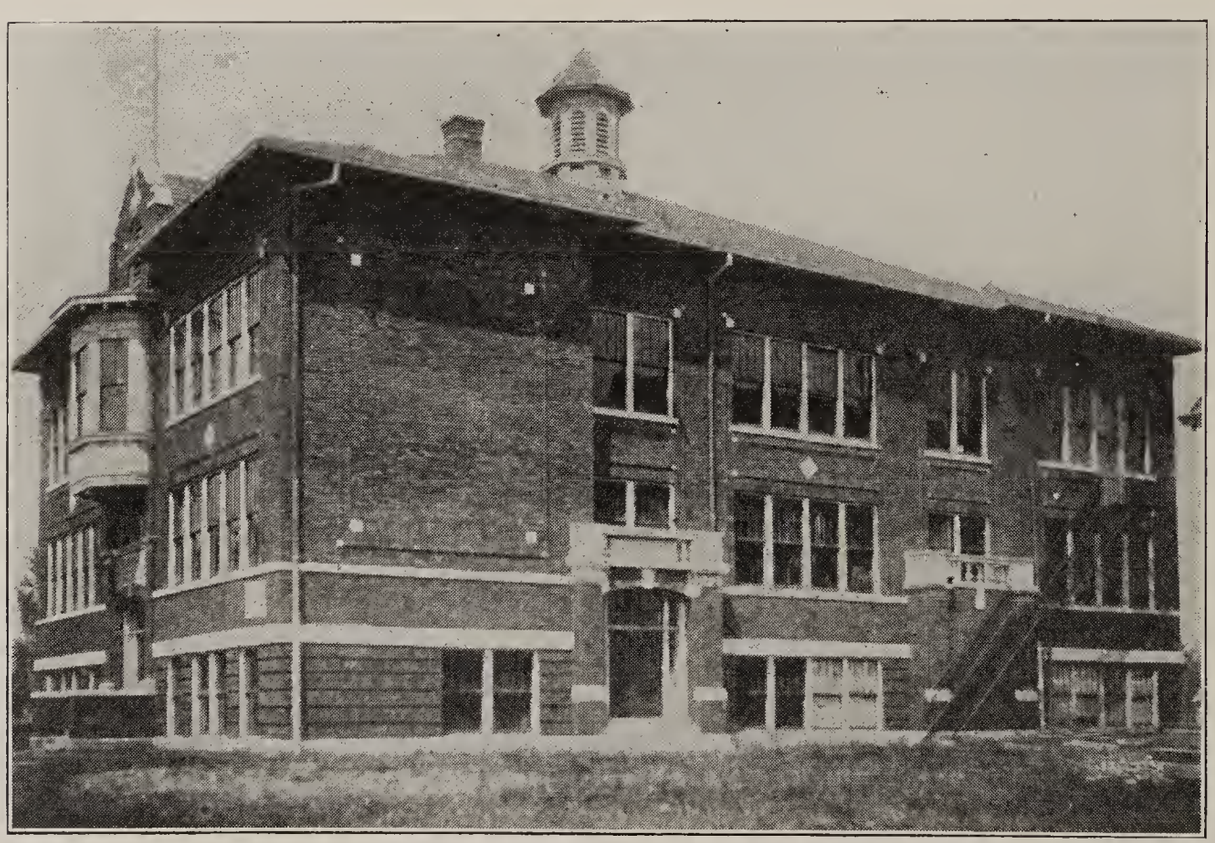
Under the present very efficient care of High School Superintendents and Principals the courses of instruction while modern are entirely free from fads. The hearty co-operation between the graded and high schools and the rural schools brought about largely by the county and township institutes assures a propitious future for the LaGrange County Schools.

LAKE COUNTY.

Frank F. Heighway, County Superintendent.

[No Report]

Stites School, Springfield Township, LaPorte County. Oldest schoolhouse in the county in active use for school purposes. Erected about 1850.



LaCrosse School Building, LaPorte County.

SHORT HISTORICAL SKETCH OF THE TOWNSHIP SCHOOLS OF LAPORTE COUNTY.

By FRED R. FARNAM, County Superintendent.

Although the "French invasion" of this great Kankakee region under Father Marquette and his followers is one of the earliest events in the history of the territory that later became Indiana, permanent settlements in all this northern section, as well as within the boundaries of this county, were not made until long after those of southern Indiana. Hence the schools of this county do not have their origin in the closing years of the eighteenth century nor yet in the opening years of the nineteenth century. It was not until about the year 1828 that the first settlers came into what is now LaPorte County and there is no record of a public school being established before 1830. It is said that about that time the settlers of Hudson Lake or Lake Port, as it was then called, set aside a small log building for a school wherein should be taught, "in a correct manner, orthography, orthoepy, composition, reading, writing, arithmetic (as far as the rule of three), geography, history, grammar and correct morals". In every detail of building construction, method of instruction and personnel of the student body, this school must have conformed strictly to the Hoosier pioneer type. Among other things we read that the teachers' agreement required that he should teach two terms, one in winter and one in summer, of three months each, for the princely salary of nine dollars per month, he to furnish his own board and lodging. As the county became more thickly settled, schools of this type increased in number and as soon as each new township was formed, it became an imporant duty of each township trustee, the earliest school official in the county, to select his teachers, examine them orally as to their fitness to teach, bargain with them as to the pay, then place them under the watchful care of their respective school directors—one or two for each school community. The office of school director, at this early period, one of such local importance, has become practically obsolete today in the State of Indiana. A little later the need of a central system of control of the schools became apparent and about 1849, the first county school examiners were appointed. These at first were selected by the judge of the court, were two in number, and were empowered to examine prospective teachers, orally, decide upon their fitness to teach, and issue certificates to the fortunate ones. Their discretion

must have been unquestioned for it is a matter of official record here in the handwriting of one of these examiners that "Miss—— looks as if she could teach. Passed her for a six months' certificate." Later the number of examiners was reduced to one, he was appointed by the county commissioners, and eventually became the county superintendent of schools. W. P. Phelon bears the distinction of first filling that office. He has had but six successors in the forty-four years that have passed since the expiration of his term. As time passed many changes came about in the schools of the county. In the sixties, the log schoolhouse gave place to the sturdy frame building of the type represented by the picture of the one-room school submitted herewith. Still later, in the eighties, stronger rural communities erected the more pretentious one-room brick buildings, many of which, still in use, dot the hills and valleys of six hundred square miles of county. These today are being superseded by the modern eight, ten and twelve room building of the type represented by the other picture submitted herewith. Aside from her many other good schoolhouses, this county is fortunate in the possession of six of these most modern buildings, each housing its eight grades of common school and its commissioned high school, each equipped with thermostatic and fan system of heating and ventilation, with drinking fountains, toilet rooms, auditorium, gymnasium, electric lights, and all the regular laboratory, library, and class room equipment necessary for present day public school needs. The first township commissioned high school to be admitted to that class was the one at Wanatah. It received its commission in 1904, just twenty-two years after the establishment at Rolling Prairie of the first township high school in the county. In 1886, out of a group of possibly fifteen pupils attending township high school in this county, two received their diplomas from the two-year course; in 1916, out of some three hundred forty attending township high school in this same county, nearly sixty received their diplomas from accredited or commissioned courses. The year 1904 saw complete consolidation of schools effected in the first township, Hanna; today, while we do not see that complete consolidation is feasible in all our twenty-one townships, three others, Union, Clinton and Prairie, have found it best for their schools and the remaining seventeen are using partial consolidation of schools as a solution of their district school problem. But the idea of consolidating the school interests about one educational center in the township is not an entirely

new one even in this county. As early as 1862, Prof. J. G. Laird conducted a very successful "centralized secondary school" at Westville. It was widely advertised and taught students not only from its own township of New Durham, but from adjoining townships and even from other sections of Indiana. It is a matter of history that houses for rooming purposes were in great demand in those days at Westville, and great hopes were entertained for the future usefulness of that institution as a center of higher education. In all phases of public school education, however, LaPorte County has attempted to maintain the high standards suggested by the state. In 1910, when the demand came for the teaching of music and art in all commissioned high schools, a supervisor circuit was established among the township High Schools, today, the seven commissioned township schools and the three accredited schools have access to the aid of thoroughly expert supervisors of music and art. As early as 1904, before the present pre-vocational education was planned, the county under the direction of E. G. Bunnell, with the aid of "volunteers", carried on in its schools successful work in corn clubs, canning clubs and other phases touching on the fields of agriculture and domestic science. Immediately after the passage of the vocational law in 1913, our county established the position of County Director of Domestic Economy, to provide for the directing of the work in that line for the thirteen or fourteen hundred girls ready for it in the township schools. Though without precedent, inasmuch as this was the first time the office had been created in the state, the work has been developed and organized until today its practical benefits are available to all girls of the township schools beyond the third grade. In agriculture, in addition to the advice and co-operation of the county agent, one of the agricultural experts of the country, in the autumn of 1915, the circuit plan of the teaching of agriculture was begun in a single circuit in the county. This last step though a new one, bids fair to prove one of the very best of all in promoting pre-vocational instruction throughout the district schools of the county. And so from the simple beginning of 1830 the work has gone forward to the stage of development of 1916 from the log cabin school and its rule of three to the modern ten-room consolidated building equipped complete; from the school trying to meet the needs of 1830 to the school trying to meet the needs of 1916. Now, as then, credit for the development and progress must

be given to those who gave of their energy and knowledge, of their zeal and their sympathies, without hope of suitable compensation, that the thirst for knowledge, the Hoosier's characteristic trait, might be satisfied. All honor to the scores of teachers and trustees and to the hundreds of patrons who have co-operated for the development of a satisfactory school system in this county.

A BRIEF HISTORY OF THE SCHOOLS OF LAWRENCE COUNTY.

By L. B. SANDERS, County Superintendent.

The school system of Lawrence county had its beginning in Leesville in 1814. Here the first school was taught by an Irish monk by the name of Langdon. About three years later, the same Langdon opened the second school on the farm of James Conley in what is now Guthrie township, a short distance east of the present railroad bridge at Riverdale. The building was a little house constructed of round logs by Mr. Conley, whose seven children principally composed the school. The term was three months. What was probably the third school was taught at Lawrenceport in 1818 by Thomas Fulton. The schoolhouse stood near the mouth of Fishing Creek.

Indian Creek township had some early schools. The first of these stood a few hundred yards south of Fayettesville. "This was a small round-log house with a clapboard roof, a 'cat and clay' chimney, a puncheon floor and greased windows". This building was replaced by a new one in 1822.

The first hewed-log schoolhouse in the county was built in Marion township. It was located on the farm now owned by the Jenkins Brothers a short distance across the road in a southeasterly direction from the home of Lincoln Burton.

Perhaps the first attempt at higher education was made in Bedford during the winter of 1826-27. The school was taught by Captain Hill in the old courthouse which stood at the northeast corner of the square. Thirty-six pupils attended. In addition to the common branches, algebra, higher arithmetic, and rhetoric were taught. The school continued until the establishment of the county seminary.

Another school which made some attempt at teaching higher branches was Spring Creek Academy. This was located in Perry township on what is now the Armstrong Brothers' farm. The school was organized about 1843 by John L. Short, Wash Short, and Ari Armstrong. Robert Armstrong and Doddridge Short were two of its teachers. The school day extended from 8 A. M. to 5 P. M. The school was co-educational. It aimed at teaching the higher branches but was little more than a well-taught common school.

The Lawrence County Seminary was established at Bedford in 1831. The building stood on lots 66 and 67 on the north side of Fourteenth Street between I and J. A Prof. Lynn was the

Little Brick Schoolhouse, Shawswick Township, Lawrence County. Has been in use more than fifty years.

first to have charge of the school. Other principals were Richard W. Thompson, George G. Dunn, and Joseph Stillson. This school continued until 1852.

In the autumn of 1854, Rev. J. M. Stalker opened in the basement of the Presbyterian church an academy which he continued for about two years. In 1856, Prof. Conley began the Lawrence High School. In this J. M. Stalker and others taught until 1869, when it was merged with the Bedford Male and Female College which was held in the basement of the Christian church. It was discontinued about 1880.

In 1859, the Mitchell Seminary was established by Simpson Burton in a small building on Main Street. The building specially designed for this school was erected in 1860 but was not used until 1861. Simpson Burton was the principal throughout the entire duration of the school. J. K. Howard became the assistant in 1862 or 63. This school was discontinued in 1868. The building, a two-story brick, was afterward used as a place of worship by the Baptists. It burned in December, 1902.

The first high school in the county was organized at Leesville in 1858. The building was a two-story brick. Rev. John M. Stalker, one of the leading educators of the county, and D. H. Ellison, who later became county superintendent, were two of its teachers. The school was discontinued in 1883.

The Bedford High School was founded about 1871 or '72 and was commissioned in 1874. The first superintendent was J. H. Madden. Prof. J. B. Fagan has been superintendent for ten years. In 1912, the present building was completed at a cost of $125,000. At the forty-third commencement, which was held this year the graduating class numbered thirty-nine. The present enrollment is 336 and the teaching force exclusive of superintendent and supervisors numbers ten.

The Mitchell High School was established in 1872 or '73. The first commencement was held in 1876 with one person graduating. The fortieth commencement was held this year when fifteen persons received diplomas. Two other classes have been larger. Prof. Robert M. Tirey has been superintendent since 1908. During the year 1915-16 the enrollment reached 126. The faculty consists of four teachers exclusive of superintendent and supervisors.

One higher institution of learning wielded a great influence in educational affairs in Lawrence county. This was the Southern Indiana Normal College which was located at Mitchell.

This Normal was established in 1880 although the building was not erected until 1881. Prof. W. F. Harper was the first president. Some of the later teachers were W. E. Lugenbeel, E. F. Sutherland, Mrs. D. B. Gilbert, and W. E. Stipp. The building burned in August, 1900, and the school was discontinued.

At present there are eleven school corporations in the county —two cities and nine townships. The city of Bedford has five school buildings, two of brick and three of stone. The enrollment for the year of 1915-1916 reached 2,200. The city employs fifty-nine teachers. The schools of Mitchell have occupied two buildings exclusive of the one-room school for colored children. Next year a new high school building will be ready for use. A corps of twenty-one teachers is employed. In the townships there are eighty buildings with one-room and twenty-two buildings with two or more rooms. There are nine high schools, two of which are commissioned. The others are certified.

The entire teaching force of the county numbers 238.

Nine men have served as county superintendent of schools. Their names follow in the order in which they served: J. P. Funk, W. B. Chrisler, E. B. Thornton, D. H. Ellison, F. B. Hitchcock, G. M. Norman, W. E. Stipp, R. N. Tirey, and L. B. Sanders.

CENTENNIAL HISTORY OF MADISON COUNTY.

By JAMES W. FRAZIER, County Superintendent.

The first settlement in what is now Madison County was near the Falls in Fall Creek township in 1820. The first school house erected was two miles south of Pendleton in 1830 on the Griffith Davis farm. The building was not unlike the other school buildings in those days with about the same equipment. The school was a subscription school and the teacher according to J. L. Forkner, Madison County's historian, received about ten dollars. He, in common with the custom, ''boarded'' with the parents of the children.

The branches taught were Reading, Writing and Arithmetic. They also had ''Manual Training''—that is the boys had to ''chop'' wood to fill the large fire-place.

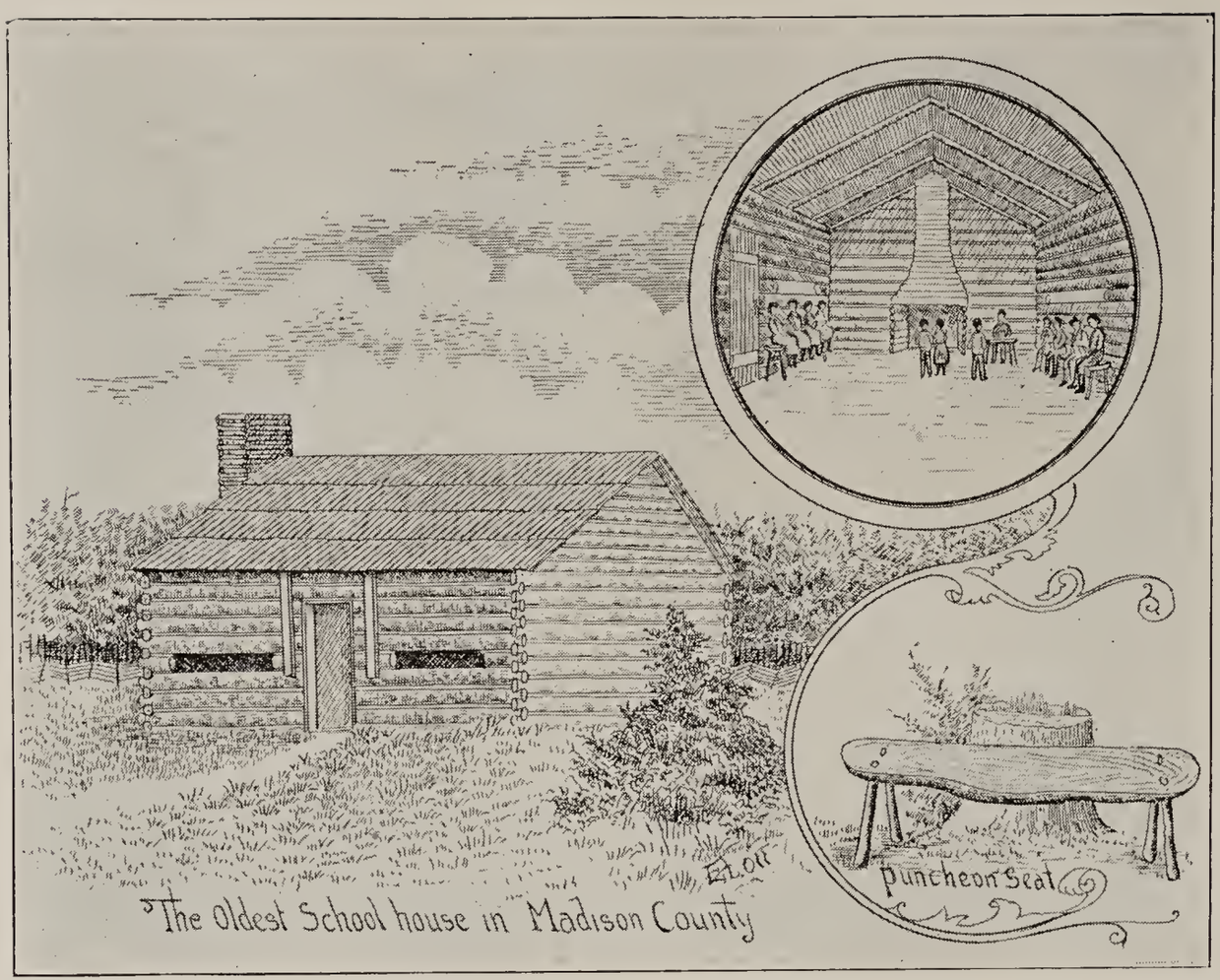
This in general was the beginning of the schools of this county which is not different from those in other counties at that time.

Section 85 of the Revised Statutes gave the State Superintendent the appointment of a deputy in each county who, ''Shall examine all applicants for license. All licenses shall be gratuitous''. In 1853 this act was amended to read:—''The board of County Commissioners are hereby authorized to appoint at least one and not more than three school examiners, etc.''. ''It shall be the duty of said school examiner to examine all applicants for license and if found qualified, license them for three, six, twelve, eighteen or twenty-four months at the discretion of the examiner''.

The following abbreviated letters from two of these examiners will be self explanatory.

''At this time the patrons of the school district had the selecting of their teacher. The examinations were all oral and questions framed and furnished by myself''. Another says:—''I took applicants into my sitting room, talked with them and sized them up, asked them questons in the three R's and licensed or refused them. My fee was fifty cents. My predecessor, who licensed me as a teacher also wrote his own license. Had no dates or fixed times for examinations''.

''Section 32 of the Revised Statutes required the board of County Commissioners of the several counties at their June session in 1861, to appoint a school examiner for their respective counties''. Under this act the commissioners met June 4, 1861, and appointed Samuel W. Hill as the first school examiner of



The Oldest Schoolhouse in Madison County.

Joint Consolidated School, Pendleton, Madison County.

Madison County. Mr. Hill's salary was one hundred dollars per anum.

On June 9, 1864, the commissioners appointed Oliver P. Stone as school examiner. He held the office till June 10, 1871, when Howell D. Thompson was elected for three years. Before his term expired the law changed as to the election of school examiner.

The first County school superintendent elected by the township trustees was Joseph Franklin, elected June, 1873. The law creating the office of County Superintendent also created the County Board of Education. The first work of this board was to adopt a series of text books to be used throughout the county. Another was an agreement to determine the teachers' wages by the per cent of his license. The per cent was to be multiplied by two and one-half for one day's wages and ten per cent might be added for "success as a teacher".

R. I. Hamilton was elected 1875 and to him we owe the gradation of our school and the establishing of a course of study.

Wm. M. Croan was elected 1881 and to him we owe our graduation exercises in the district schools. Also, Mr. Croan, while in office helped the State Superintendent, Bloss, to break up sales of questions for teacher's examinations.

Dale J. Crittenberger, now State Auditor, was elected 1884. He carried on the work of his predecessors. The Reading Circle work was established during his administration. Also an era of brick building school houses was at its heighth.

Willis S. Ellis, now Judge Ellis, was elected 1887. Mr. Ellis emphasized the development of the professional spirit among the teachers. Mr. Ellis remembers some of the questions and their answers as given by some of the applicants for license. The following are a few of the questions and the answers:—

Question:—What was the ordinance of 1787?

Answer:—It was a large brick house near Philadelphia to store cannon and powder in.

Question:—Name three animals of the polar region?

Answer:—Three polar bears.

Question:—How does the white matter of the spinal cord differ from the gray matter.

Answer:—In color.

Question:—What is the greatest curiosity in America.

Answer:—The grit of the American people.

Question:—How many kinds of joints are there, and name them?

Answer:—Two—Stiff and Limber.

Question:—Describe the Alimentary Canal.

Answer:—It rises two miles south of Alexandria and empties into Pipe Creek.

Mr. I. V. Busby was elected 1893 and to him we owe the raising the standard of the qualification of the teachers.

Mr. M. U. Johnson was elected in 1894. To him we owe the encouragement and stimulation of the teachers to do their best work. Model lessons at teacher's institute were instituted and encouraged.

Lawrence McTurnan was elected in 1897. Mr. McTurnan was a believer in good county institutes and brought some of the best workers to the county. Compulsory education became a law for the first time.

The present incumbent was elected 1902.

This county has seven commissioned high schools. It employed last year 388 teachers with an average of three dollars and thirty-six cents per day for district schools and three dollars and twenty-two cents in the elementary grades and four dollars and eighty-one cents in high schools. The enumeration this year is 20,147 and the enrollment 13,778.

This county has one of the thirteen schools in this state that has State aid for vocational education. This is a consolidated joint school located at Pendleton.

Plans are well under way to have the Markleville high school commissioned thus making a total of eight commissioned high schools.

I wish to express my thanks to Mr. J. L. Forkner for the use of his book on the History of Madison County and also to Mr. McTurnan for the use of "Hand book for the Teachers of Madison County". It is largely from these two books that the above facts were condensed.

HISTORY OF SCHOOLS OF MARION COUNTY.

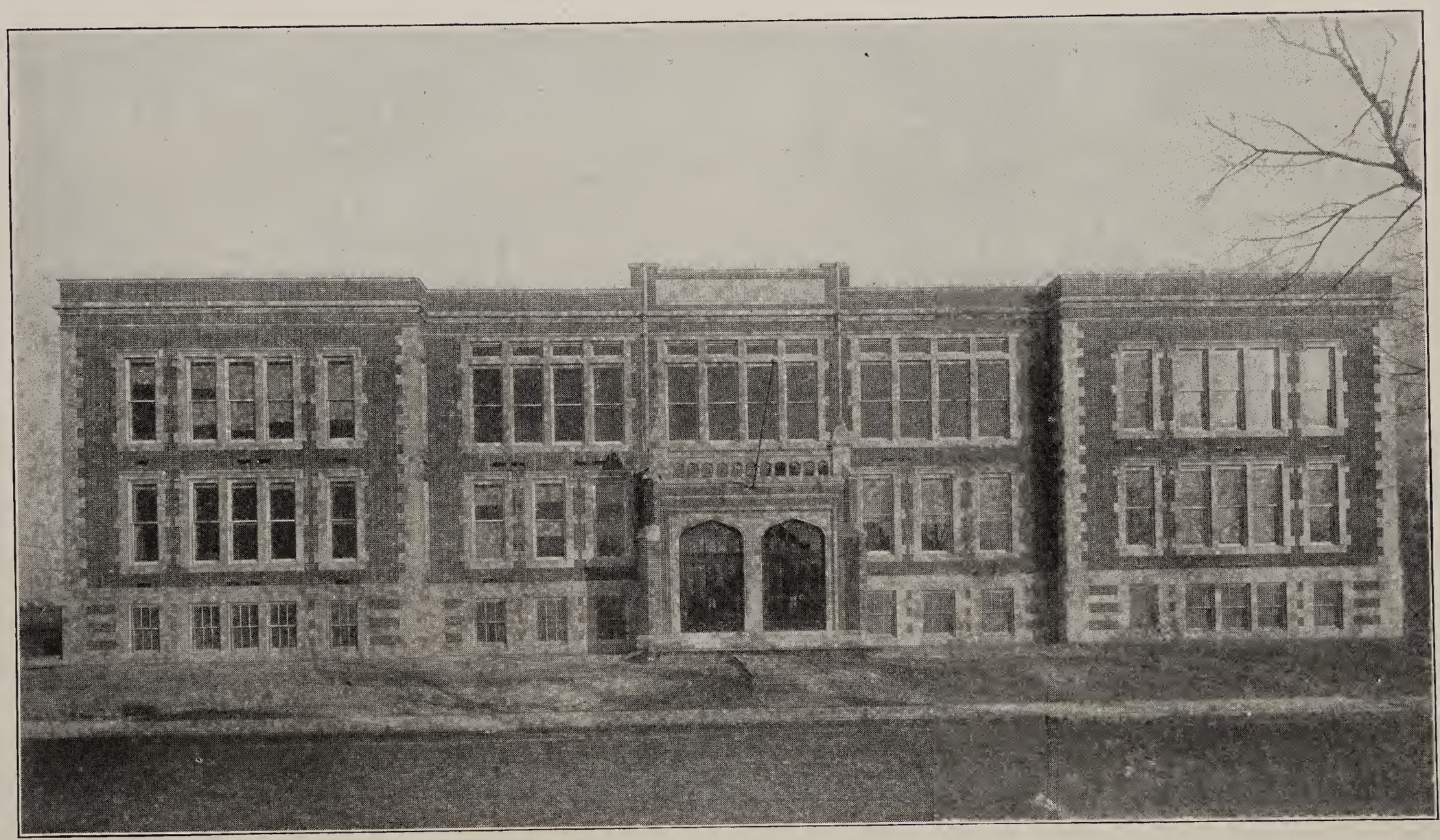
By Lee E. Swails, County Superintendent.

When Indiana became a state, so far as the records show, there was not a school house in Marion County. The pioneer settlers of what is now the Capitol County, built their log cabins and cleared a space of ground sufficiently large on which they could grow food products enough on which they could live. While preparing the bare physical necessities of life these early settlers did not wholly neglect the development of their mental or spiritual natures. As early as we find settlers we find some of them interested in the study of the Bible and in astronomy and occasionally they were interested in the rudiments of learning such as the three R's.

Before school houses were built sometimes a few of the early settlers would meet in a private home (log cabin) and have a singing school, a spelling match, some writing, and do some "ciphering". On these occasions the teacher was the one among those present who was most proficient and he served without price. Sometimes the environment would become too exacting and the hardships too severe and a discouraged settler would desert his home and seek another clime. The remaining settlers would use the deserted log cabin as a place in which they could hold church services and in which they could "keep" school. Probably the first schoolhouse (log cabin) built within the limits of Marion County was in 1821 at the corner of Illinois Street and Kentucky Avenue. In 1823, Perry and Wayne Townships erected log cabin school houses, and within the following few years log cabin school houses were built in every township in the county.

As the townships became more thickly settled buildings were erected to accommodate the needs of the increasing population. In many instances land owners would donate an acre of ground on which to place a school building and the people of the community by local taxation would erect the building. The log cabin school gave way to frame and brick buildings. Finally schools were in rather easy access for all children in Marion County.

Some few years ago the idea of consolidated schools seized upon the school people. Every township in the county has done something along the line of consolidation and it seems as if the one-room building will soon be a relic of the past. Decatur Township has complete consolidation—but two schools in the township. Franklin Township this year closes its last one-room building



One of the Indianapolis School Buildings. Marion County.

and hereafter its schools will be conducted in three buildings; two high schools, one at Acton, and one at New Bethel and a large grade building in the southwest part of the township—complete consolidation in this township. Lawrence Township has almost complete consolidation of schools. Perry Township has but three one-room buildings. Warren Township has two and Center Township has none. The other townships are moving toward consolidation. The one room buildings are being replaced by properly lighted, heated and well ventilated, sanitary grade buildings.

Of the nine townships in Marion County seven have new, modern high school and grade buildings combined. Beech Grove, a separate corporation, has a fine new high school and grade building combined. Washington Township has a new modern, high school building, erected at a cost of some $65,000. Center Township, because of its close proximity to the city of Indianapolis, does not maintain a high school. Most of these high school and grade buildings have a gymnasium and auditorium and they are becoming the social center of the communities. All of these schools have their manual training work shops; their domestic science equipments, their laboratories and their libraries. They are well equipped to meet present demands.

The instruction in the early log cabin schools was not always of a professional nature. Generally the teacher was some farm man who taught some six or eight weeks in the winter time when the weather was too bad to do anything out doors. He taught the subjects that he thought he knew most about or those that he liked the best. He boarded "around" and collected what subscription money he could. This money sometimes amounted to $8.00 or $10.00 per month. Later on he was paid public money from taxation. As there was no organized Course of Study for years in the development of our school system the pupils came to school, took what subjects they desired and moved along year after year, sometimes covering the same work several times and finally dropping out of school when they got tired of going. The finest thing about all of this "system" and "growth" if so it can be called, was not the teacher and what he knew, was not the pupil and what he didn't know, but it was the spirit of these pioneer people, their desire to learn, to know—their thirst after knowledge and their determination to maintain public schools. For after a century of struggle out of these crude, embryonic beginnings ultimately has come our fine school system of today.

There are 226 teachers employed in the Marion County schools outside of Indianapolis. The schools are in session eight months each year with the exception of the schools in Center Township and Beech Grove, which are in session nine months. There are eleven commissioned high schools and one certified high school, one accredited, and one non-accredited high school in the county outside of Indianapolis.

THE SCHOOLS OF MARSHALL COUNTY.

By LOUIS E. STEINEBACH, County Superintendent.

Most of the material concerning the schools of early days is taken from the History of Marshall County by Daniel McDonald.

When the first settlers came to Marshall County in the early thirties, Indiana had no school system and such schools as were taught were conducted according to the will and pleasure of the schoolmaster who was employed by those of the neighborhood having children to send to him. There were no school officers, no school houses and no public school funds. There was, however, a large proportion of the population that believed in education and who were willing to make many sacrifices that their children might be better fitted for life. It is to these sturdy early pioneers that we owe much for our present excellent public school system.

Our school houses seventy years ago did not possess great attractions externally or internally. They were almost invariably small log buildings, cold, with few windows, a fireplace at one end, a few rough benches, without backs, for seats, and a board or two which served for writing desks. There were no professional school teachers. The teacher was usually a resident of the neighborhood who was supposed to have attained to a higher grade of educational knowledge than his neighbors and whose skill in wielding the birch rod was known to be all that the most enthusiastic advocate of corporal punishment could desire. But even under these disadvantages many pupils of the poor schools with the untrained teachers became successful men and women.

Among the first of the early schools was one taught by Thomas McDonald in the winter of 1836 near Lake Maxinkuckee. During 1837 a school was taught two miles west of Plymouth by William N. Bailey. During the years 1837-38-39 and 40 primitive schools were organized in most of the townships of the county.

In 1840 the census report shows that Marshall County had forty school children and that there were but three regular school houses in the county.

In 1848 the question of "free schools" was presented to the voters of the state for adoption or rejection. The question was voted on in Marshall County August 7, 1848, with the following result: For free schools, 619; against free schools, 86.

After the adoption of the new constitution in 1851 the schools made rapid progress.

The first School Examiner appointed under the school law

of 1851-52 was Mark Cummins who served until his death in 1868, when A. C. Capron was appointed to fill the unexpired term. In September, 1868, Thomas McDonald was appointed and served until the revision of the school law in 1871-72. He was then made County Superintendent, which position he held until his death in 1875, when W. E. Bailey was appointed. He serevd until 1881, was again elected in 1887, and served until 1891.

The schools of our county owe much to the leadership of W. E. Bailey. He was a first class executive, and immediately began to reorganize the schools. The schools were graded, a course of study was adopted, better discipline was demanded, and in every respect the schools were placed upon a business basis. Mr. Bailey is still an honored citizen of our county and on the first day of May, 1916, was elected Attendance Officer for Marshall County.

The following men have served as county superintendent and have been faithful workers for the schools: Thomas Shakes, 1881-87; S. S. Fish, 1891-97; George D. Marks, 1897-1907; Louis E. Steinebach, 1907-. Mr. Marks is still a citizen of Plymouth.

Among those who have been leaders in the educational affairs of our county may be mentioned: R. A. Chase of Plymouth; Byron McAlpine of Bourbon; Miss L. A. Borton of Bourbon; C. L. Hottel of Argos and H. H. Miller who is still an active and honored citizen of Bremen.

Although many improvements in our schools have been made in the past and our children now enjoy privileges not dreamed of years ago, yet much remains to be done. We have too many small, one-room school houses. However the movement for consolidated schools is gaining ground and we believe that few or no more one-room buildings will be erected.

At the present time our county has seven commissioned and two certified high schools. We also have seven consolidated schools to which the children are hauled by 18 school wagons. At this time arrangements are being made to consolidate most of the schools of two townships.

We are trying to give the boys and girls the best advantages by furnishing them better buildings, more adequate equipment and better trained teachers.

MARTIN COUNTY.

By Charles O. Williams, County Superintendent.

John Bruner yielded the birch in a log school house located about three miles north of the present town of Shoals then an insignificant town hardly worth the name. This was the first institution of the kind in Martin County, and probably one among the first in the southern part of the State. According to the most reliable record that can be found this was about the year 1823, and twelve years after the first settlement was made in the county.

The log school house was a very rudely constructed building. The floor, at first, was the bare ground but later made of split logs that were laid side by side on the ground. This, of course, made a very uneven floor and one that was exceedingly rough. On either side of the building single panes of glass were inserted in apertures hewed in its sturdy sides and through these came the only light. In this building, before the ruddy glow of the logs heaped high in the capacious fire-place, gathered about a dozen youths to receive the rudiments of education. The seats were split logs. There were no desks. On either side beneath the small windows, and supported by pegs driven in the walls, were boards on which the slates were laid to solve the problems and write the exercises.

The first settlements in Martin county were made at Mt. Pleasant in 1811, at Halbert's Bluff, (now Shoals) in 1814, and at Hindostan in 1817. This section of the state lies directly east of Vincennes and in the early times directly in the pathway of the westward movement. It was only natural that these early settlements would grow quite rapidly. As these communities grew in population the demand for school training increased. The county was soon organized into several townships, and each immediately established a school system. Log school houses, at least one in each township, were erected and in most cases similar in their construction to the description above.

The first frame school building of the county was erected in the town of Shoals on a piece of land conveyed to the school trustees for that purpose sometime after the year 1861. This building is still standing and is being used as a residence. When the town of Shoals was incorporated a much more commodious and up-to-date building was necessary and erected on a new site. It was in this new building that the first high school was organized under Prof N. H. Motsinger, in 1882.

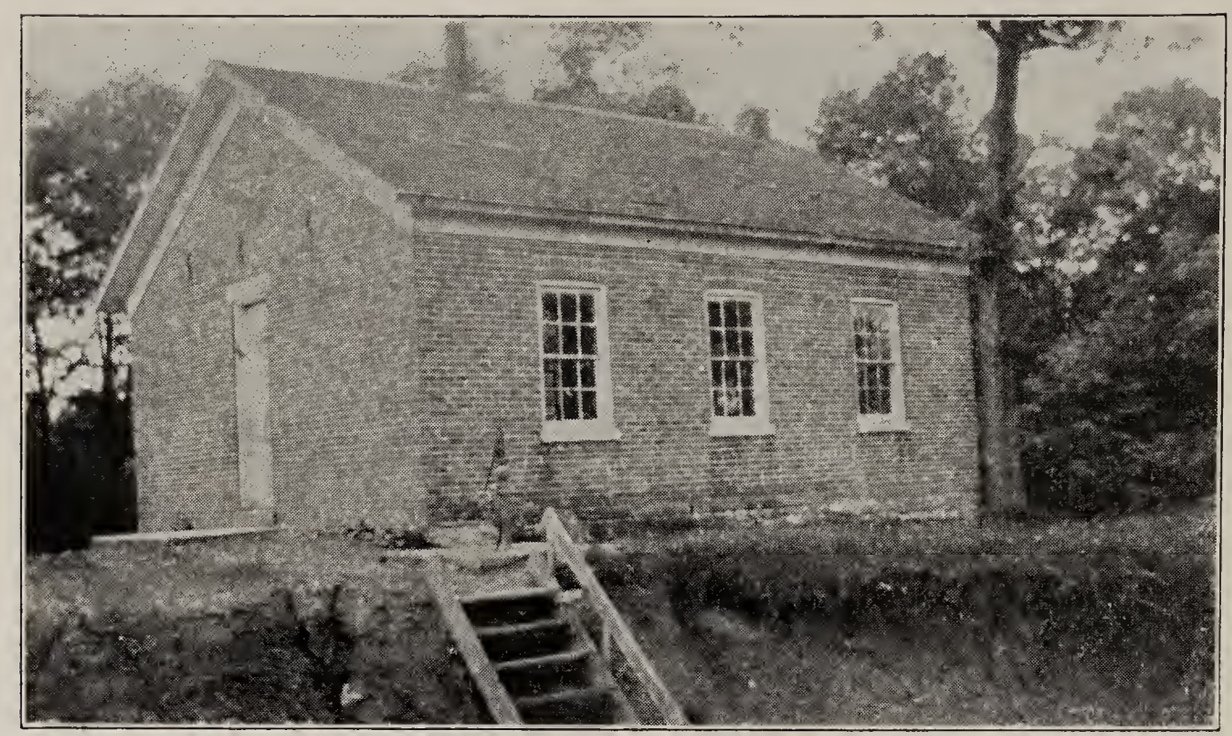
Loogootee High School, Martin County.

School houses sprang up here and there all over the county and other townships were laid out until the county now has eleven school corporations. Each township corporation has from ten to thirteen schools, mostly one room houses. There are ninety-six common schools, two commissioned high schools, one certified high school and two non-certified high schools in the county at this time.

The town of Shoals and the city of Loogootee have good schools and good buildings. Probably no little city in southern Indiana is taking greater strides along the line of educating the youth than the city of Loogootee. The work done in the vocational subjects is exceptionally commendable and attracts the attention of other communities.

The newest high school is at Burns City, a small country town. This is a certified school. It has grown very rapidly and the work done is first rate.

A large stone building took the place of the frame in the town of Shoals several years ago and is now in use. This present stone structure is probably not more than three miles from the first log school house location, and is one of the most modern and up-to-date schools in the county.



Old Schoolhouse in Peru Township, Miami County. Built 45 Years Ago—Still Used.

Bunker Hill School, Miami County.

SCHOOLS OF MIAMI COUNTY.

By E. B. Wetherow, County Superintendent.

One writer has said that the first school houses of Miami county were hastily constructed of round logs, with a chimney made of mud and sticks in one end of the building. The roof was made of clapboards fastened down with weight-poles, and the floor was made of slabs, usually split from hickory or elm and hewn with a broadax. The door was made of puncheon, and the hinges and latch were of wood. There was a large fire-place in one end of the room, and for windows a log was cut out of one end of the building, and the opening covered with paper. The writing desks were made of heavy oak plank laid upon wooden pins driven into the wall just below the opening used for a window, so as to afford an abundance of light, and their seats were benches made of heavy slabs, hewn on one side and having pins for legs. The benches were usually of the same height entirely too high for the younger pupils, but here they sat and swung their feet, till listlessness claimed them for its own.

The first school may have been built and equipped according to the specifications given above. In this first school, erected in 1833 on the present site of Mexico, William Smith taught his pupils. The next year he opened a subscription school in Peru, requiring a fee of $2.50 for each pupil. It is claimed that in some instances this amount was paid in coonskins and venison hams.

Schools were opened in most of the townships north of the Wabash river before 1840, and in all townships south of the Wabash river before 1850.

In 1837 a Collegiate Institute was organized in Peru for those who cared to do advanced work along educational lines. A man by the name of John Stocker was the first principal of this school. For a time good service was rendered to students of Miami county and from other counties, but finally the school was abandoned because of financial disappointments.

A number of citizens interested in better schools raised funds to the amount of $1,700.00 and solicited donations for material for a County Seminary in Mexico, in 1843. After the first story was built it was abandoned because the promised material was not furnished.

Later some graded schools were established at Macy, Deedsville, Denver, Mexico, Chili, Perrysburg and Gilead north of the Wabash river; and at Nead, Bunker Hill, North Grove, Waupecong,

Santa Fe, Peoria, Miami, Amboy and Converse (then Xenia), south of the river.

The Amboy school was first under the charge of the Pipe Creek Monthly Meetings of the Friends Church. In 1872 a high school known as the Amboy Academy was added. In 1881 this school was made a joint graded school between the town of Amboy and Jackson township, the only joint graded school in Miami county. The high school is now known as the Amboy High School.

School houses were built as they were needed until there were 113 district and 14 graded schools, including those in Peru, in the county in 1890. Of this number most of them were buildings with three small windows on each side, the door in one end, the black-board in the other, and the stove in the middle. Some of these were frame buildings but many were made of brick. A number of the one-room frame school buildings are still standing north of the Wabash river. The school enrollment in all schools in the county was 6,290 in 1890, against 5,660 in 1915.

During the last ten years but five one-room school houses have been erected in this county, two of these to replace buildings that were burned. During this same time the townships have expended approximately $180,000.00 for graded buildings, and Peru City has expended a greater amount.

At the present time there are 217 teachers in 80 school buildings, 27 of which are graded buildings, including those in Peru. Of this number 44 are high school teachers. The average daily wage in the district school is $2.85, all teachers in the consolidated schools $3.58, below the high school $3.05, regular high school teachers $4.23.

The parochial schools of Miami county are located in Peru, one grade building each of the Lutheran and Catholic.

A noticeable change in the schools of the county is the rapid growth of the rural high schools. For the year of 1915-16 approximately 500 pupils were enrolled in the high schools in Macy, Deedsville, Denver, Mexico, Chili, Gilead, Butler township, Bunker Hill, North Grove, Converse and Amboy.

Another noticeable feature in this county, as in many other counties, is the tendency toward consolidation. In 1890, as has been stated above, there were teachers in 113 one-room school buildings. Next year only 52 one-room school buildings will be used. The best example of centralization in this county is the building one mile south west of Peoria, near the center of Butler township. Another good example is the building which is being

erected one-half mile west of Bennett's Switch, in Deer Creek township. These buildings, and the others which have been erected recently in small towns, are modern.

During the school year of 1915-16 thirty school wagons hauled 500 pupils. About 60 per cent. of all pupils in the public schools of Miami county are in the township schools, and of this number about 60 per cent. are in graded buildings.

The prevocational subjects are given due attention. Agriculture is taught to all boys in the seventh and eighth grades, sewing to all girls in the seventh and eighth grades, manual training in all grade buildings and in most high schools, cooking in Butler township, Miami, Amboy, Converse, Denver, Gilead, Bunker Hill, Deedsville. All these subjects are taught in Peru City Schools.

For a number of years the teachers of nearly all townships have been meeting in Peru in joint township institute. A part of each institue is devoted to sectional meetings and part to addresses given by leading educators of the State. This plan of institute is popular with the teachers.

Each year special attention is given to exhibits of school work by schools, townships and sometimes by county.

The county superintendents who have served in Miami County are as follows: 1873, W. Steele Ewing; 1879, N. W. Trissal; 1881, W. C. Bailey; 1885, A. J. Dipboye; 1887, W. A. Woodring; 1889, J. F. Lawrence; 1891, J. H. Runkle; 1897, E. H. Andrews; 1903, P. S. Sullivan; 1907, to present time, E. B. Wetherow.

Whatever has been done in recent years to give to the boys and girls what belongs to them in Miami county, due credit must be given to school officials and teachers for their co-operation in performing the duties assigned them. Much of the progress and advancement of the schools of this county is due to the faithful performance of duties by trustees and members of school boards.

Log Schoolhouse, Monroe County. Built in 1843. The men in the picture attended school at this place seventy-three years ago.

Bloomington High School, Monroe County.

SCHOOLS OF MONROE COUNTY.

By WILLIAM H. JONES, County Superintendent.

The Monroe County schools really had their beginning at the same time as the schools of every other county in the state, in 1785, when the Congress of the Confederation declared for the necessity of public schools. From that date until the present time they have grown very rapidly, until we have our present great school system. The actual beginning of the school system of Monroe County was in the winter of 1818 and 1819, when the first school in the county was taught in Bloomington, in the old log court house.

The first teacher was probably Addison Smith. The following summer a log school house was built about where the old college building now stands. The second school in the county was probably taught in Clear Creek Township, in 1822; this school was taught in a vacated cabin which some family had abandoned a short distance south of where the village of Smithville now stands.

Among the early teachers were Jonas May, Major Grimes and Luther DeMott. Probably the next school taught in the county was in Perry Township, in the same year, in an old log cabin without any windows, but the name of the teacher can't be learned.

In the same year a school was taught in Richland Township, in an old log cabin; the building was of round logs, had a huge fireplace that would take in logs six feet long and two feet or more in diameter. This building had a log left out on the south side about breast high, over which a greased paper was fastened to serve as a window.

William Rawlins was the first teacher, and the school term was about three months long. The following interesting account given by Rev. G. N. Puett, still living at the age of eighty-seven, is probably typical of the beginning of all these early schools.

Mr. Puett says: "One evening when I was a small boy, a stranger came to my father's cabin and asked him what he thought about starting a school in the neighborhood. After much talk and the seeing of our few neighbors it was decided to start the school. There being no building suitable in the neighborhood, one was built immediately, three sides were built of poles, the fourth side was filled in by standing brush on end, the roof was made of brush, the floor was of dirt, the benches were made by

splitting logs in halves and driving pegs in the round side; we all studied aloud and if we didn't receive at least one thrashing a week our parents thought the teacher was not doing his duty."

From these meager beginnings the people of Monroe County became more and more interested in schools, until in the year 1849, the matter of free schools was put to a public vote, but free schools were voted down by a majority of 373.

Two years later, however, a free school system was established in the county. These schools had no system of grading.

A few years later however, in 1863, principally through the efforts of Professor D. E. Hunter, a system of graded schools was established.

From this time on the growth of the schools in the county was probably more rapid than in any other county in the state. Ten years after the establishment of the graded school system, in the year 1873, a commissioned high school system was started.

The explanation of the splendid schools and the great school interest in this county lies in the fact that Perry Township was one of the townships designated for the use of school purposes in this state.

Beginning with the establishment of the State Seminary in 1820, and continuing through the presidency of Dr. Maxwell, through the death of the State Seminary and the establishment of the Indiana College in 1828, and through to the establishing of Indiana University in 1838, the interest of the people of this county has never wavered from the support of the University.

When in the summer of 1883, most of the buildings of the University were destroyed by fire, the citizens of Monroe County donated to Indiana University, the sum of fifty thousand ($50,000.00) dollars, which had been appropriated for the building of a new court house; thus showing that their greatest interest was in education. The county school system has since this time kept pace with the growth of the University. They are so closely connected that it is almost impossible to speak of one without thinking of the other. The splendid buildings, the good equipment of our schools, represent many hardships and privations of our ancestors, yet their only regret seems to be that they could not have sacrificed more to advance the cause.

The county now (1916) has one hundred ten school buildings, three of stone, seventeen of brick and ninety of frame construction, these buildings and the ground they occupy are valued at $471,845. Ninety-four are one-room district school buildings.

In these one hundred ten buildings are enrolled 5,881 pupils, taught by 199 teachers, principals and superintendents. In the elementary schools the average annual cost of tuition per pupil is $16.80, in the high school the cost is $50.00; about 200 pupils complete the eighth year work each year, four-fifths of them enter high school. Last year, the high school pupils numbered 564, only 86 of them graduating therefrom. The same year $22,827.78 was paid to high school teachers; the same year $71,655.49 was paid to teachers in the elementary grade schools. The average length of the school term was 140 days in the elementary schools, and 170 days in the high schools.

As to the mental caliber of Monroe County teachers, of 199 employed, 110 were either graduates of a recognized college, or had done as much as two years college work.

In some of our schools the minimum requirement to be eligible to employment is two years regular college work. Our proximity to Indiana University has made it possible to maintain this high standard of efficiency.

The schools of this county have made improvements as to better equipped teachers, school officials, grounds, sanitation, etc., but are still far behind in maximum efficiency. We now have 94 schools where a single teacher is expected to teach all the elementary grades, making from 25 to 35 assignments daily, and hearing as many recitations.

Not much sentiment in favor of consolidation exists among the patrons. The topography of the county, roads and finances prohibits transportation of pupils throughout one-half of the county; in the other one-half consolidation in whole or in part, could and should be accomplished. Our boys and girls are still leaving the farms to be educated in the city and never return.

In seven townships, eighth year graduates are too far from the high school to attend and remain at home. We have four commissioned high schools—all good ones—not geographically located so as to serve all our children; our crying need just now is partial consolidation and more high schools.

District No. 8, Clark Township, Montgomery County. Built in 1859 and abandoned in 1894.

Waynetown School, Montgomery County.

A HISTORY OF THE SCHOOLS OF MONTGOMERY COUNTY.

By KARL C. JAMES, County Superintendent.

The early settlers of Montgomery County who took the leading part in the location, building and furnishing of the school houses and who sacrificed most in order to give to the children a meager education have all been called from the struggles of those early days to their final rest.

The full and complete story of the rise and progress of education in this county can not be obtained. Although the progress made in educational affairs was seemingly small, yet the real worth of the work done, in the impetus it gave to education, was of inestimable value, it perhaps will never be fully appreciated by those who enjoy the advantages of the free schools of today.

The first settlers of Montgomery County were not unmindful of the advantages derived from having good educational facilities. Like other sections of Indiana and the middle west, Montgomery County started its children on their educational career in the little log school house, where only the elementary subjects, reading, writing and arithmetic or the three "R's" were taught. The teachers also were very frequently inefficient. They were not compelled to pass any examination until finally three trustees were appointed to "examine" the teachers. The examination was as follows Can you govern? Can you *make* the children mind? Can you handle School No.—? Thus you see there were no scholarship requirements. After 1851, when the licensing of teachers began, the teachers had to be examined for scholarship requirements. However these examinations were very elastic, as they were oral. The examiners were never required to visit schools to see the work of their teachers. After June, 1865, examinations were more carefully looked after and the examiners were required to visit schools to obtain school results as to success and failure. The first examiner was Judge W. P. Britton. Others were Thomas Patterson. John W. Fullen and John F. Thompson.

The early school buildings are quite interesting to us. The first ones were made of logs, round or perhaps flattened on two sides. There was no glass used for the windows but greased paper. There was usually a large fireplace at one end of the room. There were puncheon floors, clapboard roof, large chimneys, hewed board seats without backs, crude desks made by fastening split clapboards to large pegs driven in the wall, logs at right angles at

the right height, all planned and executed by the patrons themselves.

The "school keeping" seems very queer to us, accustomed as we are to the modern teaching of to-day. There were no special books used. Peter Parley's Geography and McGuffey's Speller were some of the books used. There was generally a large hickory stick which was an adornment as well as a convenience in the school room. Most of these teachers were firm believers in the maxim, "Spare the rod and spoil the child", but nevertheless there were many good instructors in these early days.

The most of the schools were supported by subscription. Every male parent of the district was supposed to contribute certain days' work to the school and upon failing to do so, was assessed fifty cents for each day required. There were often private schools where the parents were compelled to pay $1.25 per pupil. The common school term was three months. The teachers received a very small salary, about one dollar to one dollar and a half a day, for sixty-five days' teaching. The teachers did not board at any certain place, but boarded 'round among the patrons.

In 1852 the following law was passed: "Knowledge and learning generally diffused throughout a community, being essential to the preservation of a free government, it shall be the duty of the General Assembly, to encourage by all suitable means, moral, intellectual and scientific and agricultural improvements and to provide by law, for a general and uniform system of common schools wherein tuition shall be without charge and equally open to all."

This was passed by the State and therefore Montgomery County supported this law by the creation of public schools. These free schools developed very slowly, finally this law was the means by which about one hundred and sixty free schools were distributed throughout the county.

An academy was established in Ladoga and afforded excellent instruction in some of the higher branches of learning. Then a seminary was started by the Baptist denomination with an able corps of teachers in charge. In 1876, the Central Indiana Normal succeeded the Seminary and flourished for almost two decades. This school graduated more than six hundred students from its several departments. The springing up of many competitors and a consequent falling off of patronage caused it to close its doors in 1891. This Normal finally became a high school with J. T. Warfel

as its first principal, in 1887. The normal work and some of the high school work was done by Mr. Warfel. In 1897, a new modern public school building was erected. In 1898, the Ladoga high school received a commission from the State Department and in May of that year the first class was graduated under a commission. There were also academies at Darlington and Wesley. Also a seminary at Waveland. These institutions were supported by subscription.

In 1873, the office of County Superintendent of Public Instruction was created. Marion E. Clodfelter was the first Superintendent. Mr. Clodfelter is at present a lawyer in Crawfordsville. Now there were monthly written examinations for the teachers. The Superintendent was forced to travel through the wilderness on horseback or afoot to visit schools or to see the teachers as he had no office. Other Superintendents were: John G. Overton, J. M. Cantly, W. E. Fry, W. W. Ewing, J. S. Zuck, W. B. Walkup, F. W. Barnes, and Otis E. Hall. Karl C. James is the present Superintendent.

Now the little log cabin school house has disappeared. Instead of it the frame buildings or the more modern brick buildings are used. The county became spotted with frame buildings until finally there were about one hundred and sixty frame buildings and no log cabin schools. These in turn, gave place to the consolidated buildings, until now there are only twenty-three one-room buildings and twenty-eight consolidated ones in the county.

One of the most modern consolidated buildings is the Waynetown school in Wayne Township. This building was completed under the supervision of Trustee O. L. Osburn. This is a very commodious and modern building. It has twenty-seven rooms with a large gymnasium and auditorium. The domestic science and scientific laboratories are fully equipped with the best of materials. There are fifteen teachers employed here. W. C. Gerichs is the Superintendent of the school, with eight high school teachers and six grade teachers. All the grade rooms as well as the auditorium are on the first floor. The high school recitation rooms are on the second floor, while the laboratories are in the basement. Mr. G. V. Livengood is the present Trustee.

Another consolidated school is Bowers, which is situated in a rural community. This is a modern and spacious building, erected by Trustee William Bundy. There are fourteen rooms and a gymnasium. All the laboratories, both domestic science, botany and physics rooms are fully equipped. There are three

high school teachers, three special teachers and five grade teachers employed. There are about 125 pupils enrolled here. This shows that consolidation is possible as well as practicable in the rural districts as well as in the small towns. Mr. Arthur Dunbar is the present active Trustee. He is endeavoring to have all of the township consolidated to this school and have the high school commissioned by January, 1917.

Crawfordsville has a modern and splendidly equipped high school building as well as six other grade buildings. In the high school building there are twenty-one recitation rooms, two laboratories, four study halls, three woodworking rooms, three cooking rooms, one sewing room and a bed room and a dining room, all connected with the domestic science department. This building was just completed for use in 1911. It is a building admirably equipped and adapted to the needs of the institution. The thoroughness of the work done here in all the departments and the splendid spirit shown alike by pupils and instructors have given the school an enviable name that is not circumscribed by the State limitations. L. N. Hines is the present efficient Superintendent.

In 1840, there were twenty-nine schools with an enrollment of 626 pupils. In 1850, there were 58 common schools in the county with an enrollment of 1,770. These schools finally became more consolidated until in 1916 there were only twenty-three one-room schools in the county and 28 consolidated ones, making 51 schools in all, with 3,225 pupils. Now, there are 259 teachers in the county, while in 1840 there were about 29 outside of the city schools. In 1850, the average length of the school term was three months, but now the shortest term is seven months and the longest is nine months. In 1850, the average days' wages of the teachers was one dollar to one dollar and a half, while now the minimum is two dollars and twelve and a half cents and the maximum is two dollars and a half in the county schools.

Consolidation has been the main factor in the raising of the Montgomery County schools to the present standard. Where the children had to walk several miles in the rain and snow as well as in the sunshine, now they are protected from the exposure by the school hacks. There are between eighty and ninety hacks now in use in this county. Those who may question the success of the "school hack" and the benefits derived from the consolidated schools, may ask any of the fair-minded patrons whose children are transported to the various schools by means of the

school hacks. County Superintendent O. E. Hall was an untiring worker for the consolidation of the schools of Montgomery County.

There are twenty-eight consolidated schools in the county. Twelve of them have high schools, fourteen without high schools. At this date there is one town school at Ladoga and the city schools at Crawfordsville. This shows the rapid decrease in the number of one-room buildings and the increase in the number of modern and splendidly equipped consolidated buildings, where not only better ventilation, proper heat and light may be had but also instructors who are really teachers. It stands to reason that a teacher having only the third and fourth grades can do better work than one who has all eight grades. Within five years it is hoped that there will be no one-room district school buildings in use, all should be supplanted by consolidated schools, where the children will do the best work and will receive the personal and individual help which each one needs and deserves.

Next year Franklin Township, Ripley Township and Ladoga (Clark Township) contemplate constructing the new consolidated buildings.

The following is an estimated summary of statistics contrasting the county in 1866 and 1916.

Total number of pupils in the county in 1866, 5,950. Of the 5,950, there were 367 in the Crawfordsville schools. Total number of pupils in the grades in County in 1916, 4,921. Total number of pupils in the high schools in county in 1916, 1,160. Making a total of all pupils in school, 6,082. Of the 6,082, there were 1,880 in the Crawfordsville schools. The rural districts had 4,202.

The rural districts since 1866 have fallen in attendance from 5,950 to 4,202 pupils, a loss of 1,750 pupils. The city of Crawfordsville since 1866 has gained from an attendance of 367 pupils to 1,880 pupils, a gain of 1,513.

Total revenue expended (including C'ville)	1866	$12,161.00
Total revenue expended (including C'ville)	1915	139,703.47
Total Special revenue expended (including C'ville)	1866	9,734.80
Total Special revenue expended (including C'ville)	1915	169,208.09
Total Value of all school property (including C'ville)	1866	64,061.90
Total Value of all school property (including C'ville)	1915	1,087,600.00

MORGAN COUNTY.

W. D. Curtis, County Superintendent.

[No Report]

A BRIEF HISTORY OF THE SCHOOLS OF NEWTON COUNTY.

By William O. Schanlaub, County Superintendent.

The early settlers of Newton County had scarcely completed their crude log cabins for dwelling places, when they began to plan some means whereby their children might be educated.

The first schools were private. All of the buildings used for this purpose, were made of logs. Some of them were erected by single individuals, while others were built by groups of individuals. These buildings did not have a nail or any other article of iron in their composition. The floors, benches, and doors were made of puncheons. Even the hinges for the doors were made of wood. For light, a log would be sawed out of the side of the building. When glass could not be secured, greased paper was used in place of it. The roof was made by using clapboards about three feet long, split out of logs and held in place by logs called "weight poles". A further description of this early type of Newton County schoolhouse architecture is unnecessary, as its general features can be understood by an inspection of the cut accompanying this article. The teachers were, generally, farmers of the county, who consented to spend three or four months each year in teaching. As a rule they boarded among the patrons. The salaries that they received were so small, that no charge was made for board. Very little money was in circulation at this time, so the teachers, quite often, were paid in corn, wheat, or other products of the farm. When spelling schools or other meetings were held at night, it was expected that each family would bring a candle or a saucer of grease with a rag in it, to furnish light for the occasion. But rude and unsatisfactory as these conditions may seem to have been, many of the prominent men of the county got their first elements of an education in these very schools.

The first public schoolhouse in Newton County was erected in Morocco, in 1854. It was a small, frame building and cost about $300. This marked the beginning of the "box car" type of schoolhouse architecture. During the next thirty years, about seventy of these one-room buildings were erected within the county. During this time, the school term varied from four to six months. The teachers of the public school were paid very meager salaries, but they received more than the private teachers, who preceded them. The qualifications demanded of these teachers were about as meager as their salaries. Township institutes were unheard of at this time. Each teacher conducted his school as he thought

A Log Schoolhouse in Newton County.

Goodland Public School, Newton County.

best. A good, strong arm was a greater asset to the applicant for a school than a strong intellect. It can hardly be said that a fixed course of study was followed, because the selection of school subjects rested largely with the individual pupils. Very few pupils studied grammar because they could not see how a knowledge of this subject would help them acquire money.

As men began to see the need of a still higher education for their children, high schools were established, in the order named, in the towns of Kentland, Goodland, Brook, and Morocco. During the past few years, the old high school buildings have been replaced by modern, brick structures, a type of which is shown in the cut of the Goodland school. Each one of these schools has been granted a commission. The pupils of the rural and town grade schools have ceased to review over and over, in an uninteresting manner, the eighth grade work and are now enrolling in the high schools. The high school has demanded that a uniform course of study be followed in all of the grades, so uniformity and a higher standard of work has been established in them.

No school is now conducted in Newton County for a shorter term than eight months. The qualifications demanded of teachers has been strengthened from time to time, but their salaries, likewise, have been increased. Many teachers of our one room schools, now receive from seventy-five to eighty dollars per month.

As a result of this advancement in the schools of the county, the intellectual ability of the children has been greatly increased; hence the citizenship in the various townships and towns has experienced a great uplift.

At the present time, the rural communities are making rapid strides toward keeping up with the school standards of the towns. Several new brick school buildings have been erected; parent teacher clubs, and verious community clubs have been established in their midst. The School Boards are no longer permitted to secure their best teachers because of a higher wage.

Most of the people of this county are enthusiastic supporters of the new vocational work. The introduction of agriculture, domestic science and manual training has given another great impetus to the school work and more people than ever before are manifesting an interest in the schools. Some of the schools are well equipped for teaching these special subjects and all hope to be very soon. Corn clubs have been established among the boys of the agriculture classes; luncheons are served on many

different occasions by the girls in the domestic science work, while many of the boys in the manual training classes are kept busy making special orders of library tables, book cases, etc., for the people of the towns and surrounding country.

The school system of the county has, indeed, made a rapid and substantial growth but the citizens feel that much more remains to be accomplished. When consolidation of schools becomes more general, another great step will be taken in preparing the youth of the county for more efficient citizenship.

NOBLE COUNTY SCHOOLS.

By C. V. KILGORE, County Superintendent.

Noble County is situated in the northeastern portion of Indiana, and consequently its surface features present many irregularities, due to the "glacial drift". The larger part of the county is rolling, with some level tracts in the northern portion and extremely hilly sections in the south. It comprises thirteen civil townships whose boundaries coincide with congressional township lines except in Washington and Albion townships. The south one-third of Washington, lying on the Whitley County boundary, was attached to that county in 1860. Albion township occupies the geographical center of the county and is two miles square. It was set apart in 1854 upon request of the people of Albion, the county seat. The development of a school system in this county had many features in common with all western pioneer regions. Settlements were made as early as 1827 and by 1836 a considerable amount of land had been entered. In the year 1837 the first schoolhouse in the county was erected in Perry Township. This township comprised some rich prairie land and was taken up rapidly by the early settlers. Seymour Moses helped to construct the schoolhouse, a log building of the most primitive type, and taught the first term of school. This building was not only utilized for school purposes but also provided a place for religious meetings, elections, and other public functions. Although funds for building, and for paying teachers had to be in the nature of contributions by those interested, schoolhouses were built in all the closely settled communities, and teachers whose "brawn" could be relied on in any emergency were in demand. Prior to 1852 the only public financial support came from interest on school lands sold, and surplus state revenue but an instance is recorded in Noble township of $1.50 being raised by taxation for repair of a log schoolhouse in 1844, and $4.50 in the following year for the same purpose. After 1852, the township system progressed rapidly and in Allen Township alone, sixteen buildings were erected. A Board of School Examiners, appointed by the circuit judge, presided over the destinies of prospective teachers in the earlier times. This board consisted of three men who usually conducted oral examinations and served without pay. Nelson Prentiss, a man of excellent ability, was a member of this board continuously until 1852 and was then elected the first County Superintendent of Schools. Mr. Prentiss retained this

Washington Center District School, Noble County. Built in 1863.

Elkhart Township Consolidated School, Wawaka, Noble County.

office until 1869, and in all spent thirty-seven years as head of the county schools. He was accustomed to walk long distances in visiting the schools and was largely responsible for the interest and progress of the educational movement in early times. Meanwhile the cities of Kendallville and Ligonier and the town of Albion had become populous enough to require more pretentious buildings than those of pioneer times and in 1864 the first three-story brick schoolhouse in the county was built at Kendallville. Buildings have been erected as occasion demanded from that time to the present, a $50,000 building having been constructed during the past year. The Ligonier building was erected in 1878 and has since been remodeled to provide ample accomodations for a large high school as well as grades. Albion's first schoolhouse was a one-story frame building, constructed in 1849, and in 1863 a two-story frame building was completed which provided school privileges until 1876. In this year, a three-story brick house was erected and provided accomodation for high school and grade instruction. The schools of these three towns have been conducted along progressive lines and have been splendidly supported. The township schools have kept pace with the best of their kind in the state and consolidated schools with high school departments are maintained in the following townships: Orange Township, at Rome City; Allen, at Avilla; Swan, at Laotto; Noble, at Wolf Lake; Elkhart, at Wawaka; and Sparta, at Cromwell. Two-room buildings are located at Brimfield, Kimmell, and Merriam. The township high schools are all commissioned and are well supplied with laboratory equipment for the sciences and vocational work. The buildings have all been built or remodeled since since 1908, except Laotto, at a cost of $18,000 to $35,000 each. The Laotto building will be rebuilt in 1917. The movement toward consolidation has been somewhat slow but prospects are becoming brighter. The unsettled weather of the winter season here and the condition of the roads have been the chief factors in retarding progress along this line. In 1891 there were 119 school buildings in the county with a total valuation of $200,000. At present there are 87 in use with a total valuation above $400,000. The total number of teachers, including superintendents and supervisors, is 176 and the aggregate salaries for 1915 totaled $97,828.07.

Interest in the vocational training movement in this section is limited to agriculture and domestic science, as the region is an excellent one for farming and no large cities are located in the

county, Kendallville being the largest with about 5,000 people. Allen, Perry, and Elkhart Townships each employ a supervisor of domestic science, the work being given in both rural and consolidated schools. Music and drawing are also taught in Allen township rural schools. The school spirit in the county is generally very good and with the exception of localities where natural conditions will prevent, it is probable that the county will have a compact, well organized, consolidated school system within the next few years.

SKETCH OF EDUCATIONAL HISTORY OF OHIO COUNTY.

By C. H. FRENCH, County Superintendent.

Previous to 1844, the territory comprising this county was a part of Dearborn County, which had been organized in 1805. Data relative to the earliest schools of the county is meager. It is certain, however, that schools began to be established in some of the townships as early as 1815.

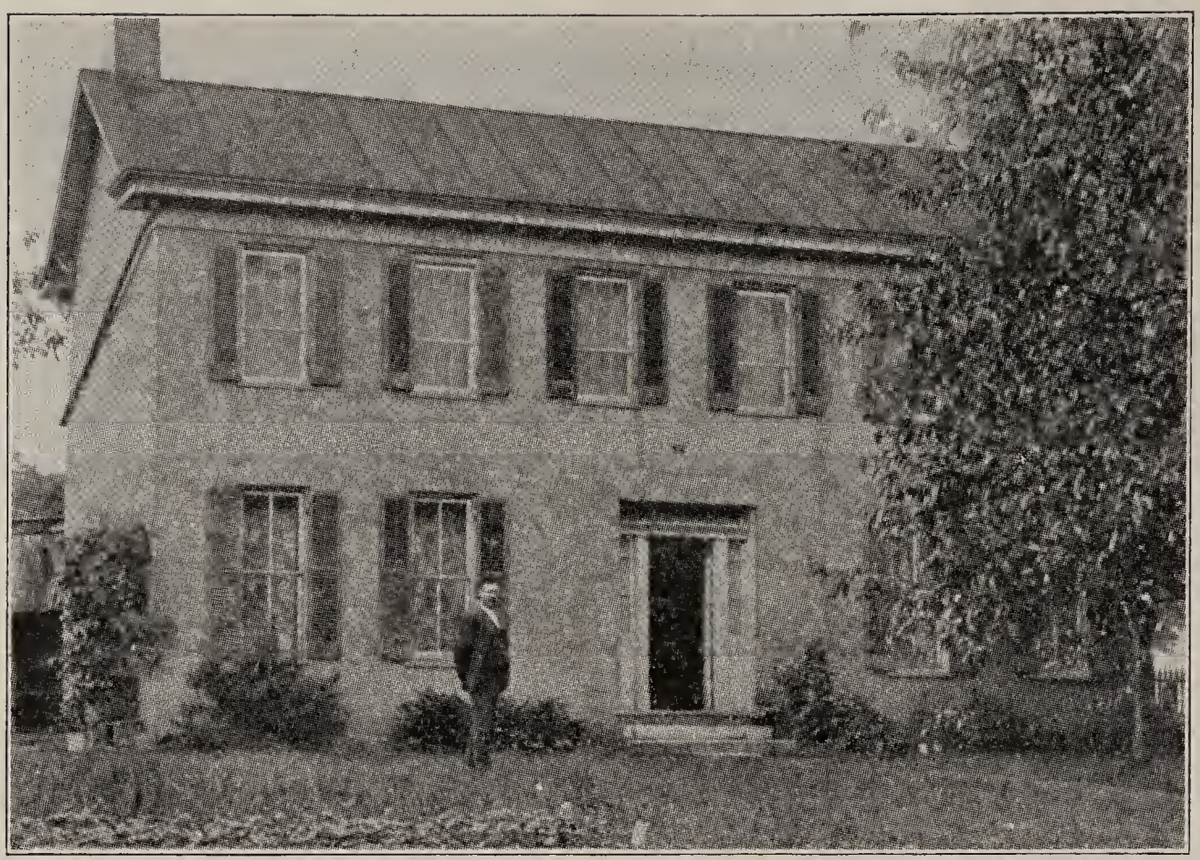
The pioneers brought with them from the older states the idea of popular education and were imbued with that spirit embodied in the declaration, contained in the state's first constitution, that "Knowledge and learning generally diffused" were "essential to the preservation of a free government".

Slow progress was made in the development of a public school system prior to the enactment of the law of 1852 providing for taxation for the erection of school houses and the payment of teachers' salaries and that of 1873 creating county supervision.

These primitive schools were taught in log houses of the proverbial bare wall, puncheon floor, wooden bench and rough table type. The master's scanty compensation was met by subscription and he often 'boarded 'round". The term was usually of three months' duration.

Of the schools of Rising Sun, the only town and county seat, more information is available. Previous settlement led to the laying out of a town site in 1814. Tradition says that a school was opened while there were yet but a few log cabins. The records show the existence of a private school from 1823 to 1833, conducted successively by William Fulton, Henry E. Brown and Joseph Gregory. In 1839, the Misses Mary H. and Sarah Morrison opened a school for girls in which in addition to the academic course, instruction in needlework was given. In the same year, a Miss Hoolie began a school, offering, besides the usual branches, drawing, painting, needlework, etc. In 1840, Miss A. L. Ruter advertised a school for young ladies for instruction in the customary subjects and astronomy, chemistry, Latin, French, wax-work, etc.

Valuable as was the service of these schools, the institution destined to be of the most note was the seminary. This was opened in 1828 in a two-story building erected the preceding year by a company of public-spirited gentlemen. The curriculum included the higher branches. Apparatus was installed for the teaching of natural philosophy, chemistry and astronomy. A Rev. Mr. Alden



The Seminary, Ohio County. Remodeled for Dwelling.

Rising Sun Public School, Ohio County.

of Boston, Mass., who had been sent as a missionary to Indiana, was secured as principal. His management brought the seminary wide-spread fame. Its preparatory course fitted young men for entrance to any college of the country. The school eventually became co-educational.

Among succeeding principals were: E. N. Elliott, a graduate of Miami University, afterward professor of mathematics in Indiana Unverisity; Daniel D. Pratt, graduate of Hamilton College, became a lawyer and filled various offices in the state, including that of United States Senator, the colleague of Senator Morton; T. E. Thomas, subsequently president of Hanover College and still later a professor in Lane Theological Seminary. Once in charge of the elementary department was Henry McGuffey, a brother of the author of the celebrated "Eclectic Readers". A Miss Root was director of the female department at one time. The work of the seminary ceased in 1854.

The growth of the school enumeration necessitated, and increased power of taxation for free-school purposes made possible more adequate facilities. A large brick house was built. It was a two-story structure containing eight apartments. Its cost was $4,000. In 1872 it was destroyed by fire. The next year the present building was constructed at an expense of $20,000.

Prof. P. P. Stultz, who had been trained at the National Normal University under the guidance of the eminent Alfred Holbrook, was called to take charge. He effected, with the aid of the teaching corps, a complete reorganization of the grading and classification. As a result the first high school class was graduated in 1875.

In 1885 Prof. E. E. Stevenson (now an attorney in Indianapolis) was elected to the superintendency. He served very successfuly for seven years, during which time the school received its first commission.

A very important part of the school's equipment is the Mahlon Brown Memorial Library, about 2,000 volumes, instituted in 1903. Additional to this will be the opportunities afforded by a public library, the gift of Andrew Carnegie, to be erected in 1916.

Of the teachers of the county, past and present, whose labors have enriched the educational heritage, perhaps none have left more lasting impress than the following: Andrew G. Sweazey, a teacher of strong intellectuality and professional promise. He died while still a young man and while holding the office of county superintendent. E. A. LaSeur, educated for the Catholic priest-

hood and instead became a teacher of repute. E. J. Brunson, a veteran of many "winter campaigns". His latter years were spent in the departmental service of the government at Washington. Isaac B. Sherman, high school principal, superintendent of county schools, associate of Prof. P. P. Stultz in the conduct of a county normal. Their lives long since "have faded into the infinite azure of the eternal", but their works share the earthly immortality of good deeds.

Statistically reported, the county has twenty district schools (at least seven fewer than when the population was greatest), two parochial schools, one graded school and a high school.

BRIEF HISTORY OF THE SCHOOL SYSTEM OF ORANGE COUNTY.

By CLAUDE E. COGSWELL, County Superintendent.

Most of the people who settled Orange County came from the South where education had not developed to an extent commensurate with the age of the community. But, as was true of most of the Southerners who came North, these people represented the common classes, who believed not only in education, but in these privileges being shared equally by all. Consequently, as soon as a community became settled thickly enough schools were established.

This county has always been interested in the education of its citizenship and the people have made great sacrifices in order that their children might enjoy these advantages. As a result each succeeding generation has been more highly educated and the general citizenship ranks high in its average of general intelligence.

The first schools were distinguished by the features common to early schools elsewhere. They were what were termed loud schools, each pupil studying his lesson in a tone of voice that suited him. Such a school meant a "Babel of Tongues" and amidst the confusion the teacher listened to one pupil at a time as he spelled, read or ciphered. They usually recited in the order in which they arrived at school in the morning. Text books were few and generally included Webster's Spelling book and a Testament. From these the pupil learned spelling and reading. Instead of texts in arithmetic the pupil was taught from the "ciphering book of the master". When a pupil failed to solve a problem assigned him the teacher looked over his work and when he found an incorrect figure he marked it, returned the slate without any explanation, and left the pupil to wrestle with it alone. Some of these old "ciphering books" that were used in some early schools about Paoli are still preserved.

There are nine congressional townships that lie wholly within Orange County. When the Legislature of 1824 passed an "Act to incorporate congressional townships, and providing for public schools therein", the first congressional township to organize and ask that the school land, section 16, be sold for the benefit of education was Township one North and Range one East. This is the township lying immediately southeast of Paoli, the county seat of the county. The sale of land was held September 25, 1829, and the average price of the land was $4.37 per acre, the maximum being $7.32 and the minimum $2.00.

Old District No. 4 School, French Lick Township, Orange County.

New District No. 4 School, French Lick Township, Orange County.

The first school building under this act was erected in 1824, at Lick Creek, two and one-half miles southeast of Paoli. This was a log building 18 by 24 feet and it is to be presumed that it conformed to the requirements of the above named act that it be eight feet between floors and at least one foot from the ground to the first floor. This was soon replaced by a frame building. A later frame building now occupies the site and is used as one of the public schools of Paoli Township.

Under this system the organization and establishment of schools was very slow. Very little was done until after 1840. But by 1850 there were 49 such district schools, yet at that time there were about 4,500 school children in the county.

Methods of study had not improved much though in some localities silent schools were being introduced and new subjects were being added to the curriculum.

The first money derived from taxation and used for the benefit of the schools was five per cent. of the county revenue which was voted by the Board of County Commissioners in 1836 to be paid by the treasurer to the School Commissioner for the encouragement of education. But there was a strong sentiment in the county that the public should not be taxed for the support of the schools. The general prevalence of this idea was shown by the vote in the county in 1848 on the question of free schools. There were only 152 voters in the county who favored free schools. The school law of 1848, which contained a provision that the several counties of the state should be exempt from its provisions until a majority of its voters accepted its terms, was rejected three times and the cry each time was taxation.

But the county gave a majority of nearly 400 votes to the present constitution which made a free school system possible in the state. But in many townships no money could be raised by taxation for erecting buildings until the law of 1852 giving trustees power to levy these taxes without consent of the people.

By the year 1857, free schools were well under way in all townships of the county. Uniformity of text books was one of the greatest forward steps. This has been followed by many which need not be mentioned here.

The only town in the county that had school systems separate from the townships in which they were situated until within recent years are Paoli and Orleans. Paoli being the county seat was also the seat of the county seminary. Under an act approved January 21, 1826, the president and associate judges of

the Circuit Court of the county at their first session following the passage of the act appointed five men as trustees of the seminary. They procured a site for the building and it was erected in the summer of 1827. The first school in it was opened probably in 1827 or early in 1828. The seminary school was continued until 1852 when it was sold as required by act of the Legislature. After being leased to parties who taught private school in it, the building was sold in 1856 to Paoli township to be used as a public school. In 1865, the citizens of Paoli organized and appointed their first school trustees, who in connecton with the township trustees organized the Paoli high school. In 1871, the Southern Indiana Normal School building was erected in Paoli and for many years was one of the leading institutions in the training of teachers in Southern Indiana. The building is now owned by the town and is used for public schools.

In the town of Orleans public schools were established by township trustees. The Orleans Academy was erected in 1866. This was entirely disconnected from the public schools. Professor John M. Bloss, who afterwards served Indiana, as Superintendent of Public Instruction, was the first kown principal of the Academy, which was an independent institution. In 1870 it became a part of the public school system of the town. The old building is still standing and a new building has been erected and is used as a joint school for Orleans town and township. All of the children of the township are transported to this school, this being the only case of consolidation in the county.

These two towns together with French Lick and West Baden, which have in recent years organized high schools, furnish the county with four good commissioned high schools.

The Orange County Teachers' Institute was organized at Paoli on Saturday, October 15, 1865, and has had a session each year since. The township institutes were organized in the several townships during the school year 1873-74. Both these institutions have been very active in raising the professional standard of the teachers of the county. In 1876 the county Board of Education resolved to grade the schools of the county. It required some few terms of work to get the new system successfully introduced in the schools. Since that time the grading has become more thorough, the course of study has been greatly enriched and other changes that have been common in the schools of the state have combined to increase the efficiency of the school system.

The men who have filled the office of County Superintendent in Orange County are as follows: Joseph P. Throop, 1873-1875; James L. Noblitt, 1875-1881; George W. Faucett, 1881-1891, Orville Apple, 1891-1899; Claude L. Rankin, 1899-1909; and Claude E. Cogswell, 1909-.

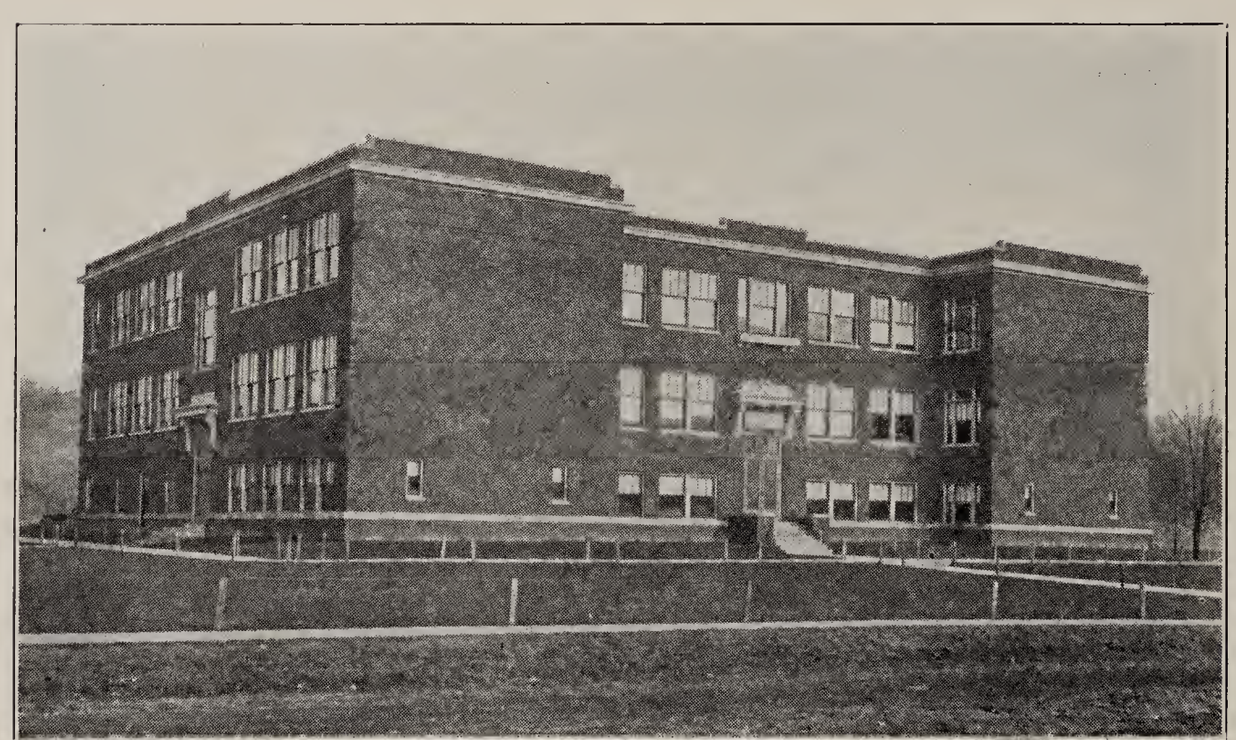
HISTORY OF OWEN COUNTY SCHOOLS.

By W. H. STONE, County Superintendent.

Centennial year has a double significance for Owen County; for the year of Indiana's admission to statehood was also Owen County's year of permanent settlement.

There seems to have been nothing unusual about the first settlers; they were merely true to that type of American pioneer

One of the First "Improved"—Hewed Log—Schoolhouses in Owen County. Eighty-five pupils attended this school.



Spencer-Washington Township Consolidated School, Owen County.

whose mature passion for institutional order has been the strongest factor in the rapid transformation of a savage wilderness into one of the foremost commonwealths in the world's leading nation.

Each isolated pioneer's cabin meant not only that parent institution, home, but potentially the offspring institutions also.

A cabin plus a cabin plus a cabin equaled not only a number of homes; but state, church, and school as well. By the year 1820, a public building was required in Owen County's first settlement. It was provided for by an order of the Board of Commissioners, and consisted of a cabin of two rooms with a passage between. It was a typical log-clay-clapboard-puncheon cabin, and cost $100. It might have cost slightly less but for the progressive spirit of its builders which prescribed iron hinges instead of the usual wooden ones of that time. A fortunate spirit; for the 1916 demand for permanence in buildings is probably traceable to that sensible strain of extravagance of a century ago.

That house is generally agreed to be the first erected on the original site of Spencer. Its excellence of material and workman-

One room of first cabin erected on present site of Spencer—weather-boarded, and framed addition. First school in Owen County was taught here in 1821.

ship is proved by the fact that one room, with weatherboard covering and some frame additions, is yet standing and occupied as a residence. From that rude isolated log hut of 1816 to the splendid brick-and-stone consolidated educational plants of the county of today is a far cry and fairly indicates the progress of a century.

Groups of cabins with their inevitably accompanying schoolhouses followed within the next few years to dot the territory now included within the boundaries of Owen County. The first improvement in architecture came when hewed logs replaced round ones, and one such "improved" building is still to be found. In 1835 the "Old Seminary" in Spencer was built of brick, and marked a distinct advance in school architecture; for substantiality in construction has subsequently been a marked characteristic of all public buildings.

A wealth of reminiscence centers about the massive walls of the only log schoolhouse now standing in the county—reminiscences

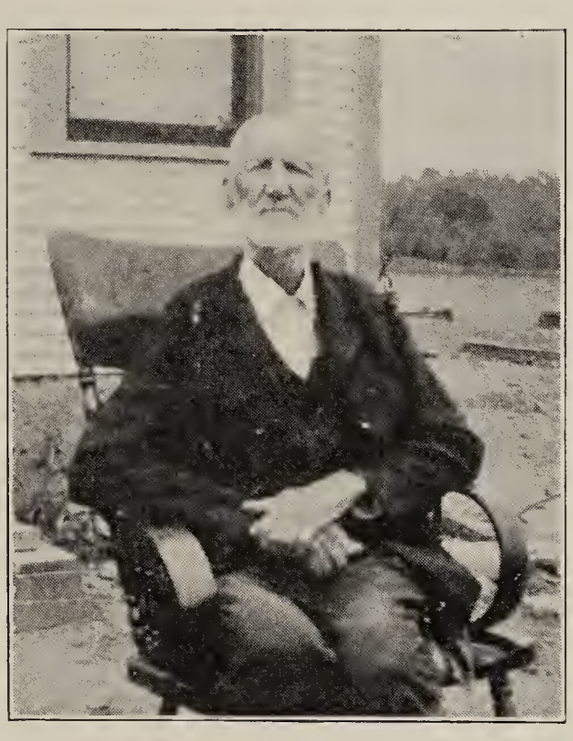
which constitute a key to many of the educational conditions prevalent in the earlier days. In its prime of usefulness, this old building is said to have housed as many as eighty-five pupils gathered by subscription for terms of three months from an area of twenty-five square miles. The type of teacher most distinctly remembered was strong in instruction in "the double rule of three" and in government by *the single rule of one.* Keenly suspecting the true source of his superiority, he frequently traversed the frosty miles to school barefoot, and then continued to wear his huge wool hat throughout the school sessions. Too, he conserved his energy —by regular afternoon naps. And those are said to have been the quietest periods of the day; for "woe unto the wayward who disturbed the master's slumbers." Nor were the teachers of that day prone to deny themselves what they considered helpful habits. It is recalled of one in particular that he drew inspiration from constant application to generous cuds of "long-green". Moreover, being a thrifty man, he seldom threw a chew away. When one was water-logged, it was carefully laid aside upon a window sill to serve a later turn. After a week of such practiced economy, the window sill is described as having the appearance of a row of young robins dozing in the sun.

But these schools and teachers and the communities they served were most probably not peculiar to any one county in Southern Indiana. Moreover, they have been rather more than adequately described, especially in their worst aspects, by various masters of depiction. Like most every other phenomenon in every time, the early teacher and his school were specific responses to definite demands, and, in general, most probably served their purposes quite as successfully as the average of to-day.

The first school in Owen County was conducted in the public house in Spencer in 1821 by James Galletly, who is known to have been a Scotchman of unusual versatility; scholar-teacher, man of business, architect, surveyor—and ardent admirer of his National Bard, Robert Burns. Serving with Galletly as a pioneer teacher was Alexander McClellan, also Scotch, and of scarcely less varied attainments. These men, with other men, and women, who later joined their columns, achieved wonderfully in their profession and blazed an educational trail from their backwoods seclusion along which has gone out a splendid line of educators given by Owen County to Indiana and to the nation. Aley, Ahearn, Herschell, Hoffman, Moody, Ralston, Spear, Steele, Stickles, Wisely—the line

is unbroken and quite too long to enumerate; a line which has been and is yet the county's dearest boast.

One notable name in local educational annals is that of George D. Phillips. Above the average teacher in the county's middle history, he gave many years to public service. He taught four terms in the old log schoolhouse—the only one yet standing. Later he served as County Examiner, occupying that position at the time public examinations were first required. Also he conducted the first teacher's institute held in the county. Like the old



George D. Phillips, County Examiner, who held first public examination and first teachers' institute in Owen County.

log shoolhouse in which he taught, he still stands as an example of honest build and faithful public service.

One hundred years ago, Owen County was handicapped by a lack of roads leading to her isolated schools; to-day she is handicapped by a lack of the kind of roads necessary for complete, successful consolidation. With this fundamental problem clearly defined, however, rapid progress is being made toward its solution. The 1816 passion for institutional order has grown until the county is firmly committed to the principle of school centralization under the most adequate and favorable conditions.

PARKE COUNTY.

HOMER J. SKEETERS, County Superintendent

[NO REPORT]

HISTORY OF PERRY COUNTY SCHOOLS.

By Lee B. Mullen, County Superintendent.

Perry County's first schools were much the same as those in other counties of Southern Indiana, short terms irregularly "kept" by unofficial teachers dependent upon subscription for their pay and whose qualifications varied widely in degree as might be expected in the absence of standardized requirements.

Troy as the earliest community, naturally witnessed the beginnings of county education, and during its years as the county seat was fortunate in having as a teacher Solomon Lamb, a native of New York, and a man of unusual culture for his day. Later, he taught at Rome, following the removal thither of the court house, and was notable through holding for twenty-three years the county offices of Sheriff, Recorder and Clerk. In 1836, he became one of the first board of school examiners, whose other members were Joshua B. Huckeby and Samuel Frisbe, and from that time a more orderly system of organization and maintenance came by degrees into the county schools as a unit.

Tradition describes the first woman teacher in the county to have been one Annis Crocker, a picturesque figure captured in infancy by the Indians and rescued from them after a romantic childhood spent in the red man's wigwam. She taught very early in Troy and George Phillips is said to have been a teacher, prior to 1819, in the first log school house. On its site a one-story edifice was erected in 1834-35, of hand-made brick, and superseded in 1872 by the present Troy High School building.

Another pioneer teacher was Adam Shoemaker who taught in both Rome and Troy. While employed in Troy one of his pupils was Abraham Lincoln. This fact is established through Lincoln himself, who met in 1861 at Indianapolis, John C. Shoemaker, then in the legislature from Perry County, and on hearing his name told him that his uncle had once been his teacher. Both Lamb and Shoemaker names have been represented in the county's teaching force down to the present generation.

James Reilly of Oil township, was a notable teacher a century ago in the north-eastern portion of the county and "Bull Run School" in Union township was one of the last of the old log school houses that was continued in use.

Under the "County Seminary Act," a small brick building was erected in 1834-35 in Rome, situated on Chestnut Street, two blocks west of the public square, with Isaac Hill, a well educated

Tell City High School, Perry County.

man from Maine, as the first teacher therein. This edifice has long since passed away, but the oldest structure now used for school purposes in Perry County is, unquestionably the Rome High School, built 1820-22, for the first brick county court house and occupied as such until December, 1859. Its interesting career in subsequent years as "Rome Academy" deserves a mention which lack of space will not permit.

For like reasons any detailed account of schools in other communities must be omitted except to say that the first Commissioned High School in Perry County was that of Cannelton, whose first class was graduated May 22, 1897, with George P. Weedman as superintendent, Logan Esarey, principal. Tell City followed some years later on June 2, 1905, with Christian Newman superintendent, Hardin Whitmarsh, principal. Rome's first class was the third in time, June 13, 1908, Harold Littell, principal. Seven others have been certified, Troy, Bristow, Tobinsport, Oriole, Union township, Anderson township and Leopold township, one in each corporation of the county. Their courses are eight and nine months in duration, meeting respective requirements of certified or commissioned high schools. Agriculture and Domestic Science are taught in all while most of them do some work in Manual Training.

Physical conditions have not yet permitted consolidation, but road building is now in progress to a degree that may make it effective in the next few years. Several of the later structures are thoroughly modern, probably the costliest and best along all lines being the Tell City High School.

Teachers Institutes have been a valuable and fully appreciated feature of education in Perry County, ever since the first one was held, August 26, 1867, in Cannelton, with an enrollment of forty-one. The number of teachers at present in the county is one hundred and fifty-five.

PIKE COUNTY.

By ANDREW JEWELL, County Superintendent.

Many of the settlers who first came to Pike County were anxious that their children should have some schooling and so in some parts of the county subscription schools were established. The length of terms in these schools was as a rule from two to three months. Reading, writing, arithmetic and spelling constituted the main portion of the curriculum. The buildings were log structures. A huge fire place in one end of the building furnished the heat and most of the ventilation. Everything was done in pioneer style, a great deal as it is pictured by Eggleston.

After the adoption of the state constitution in 1850, public schools were established in many parts of the county, although Petersburg, the present county seat did not have a public school until about 1860. But, from 1865 to 1875, the development of the schools of the county went forward rapidly and by 1880, every part of the county had its school district and its school house, usually a frame building.

The first public high school was established at Petersburg in the early 90's, but the rest of the county was much slower in developing these schools. The passage of the minimum wage law of 1907 was a great help to the county with the high school problem and now each part of the county has its high school. Pike County now has three commissioned, three certified and two non-certified high schools. Nearly 400 students are enrolled in these schools each year. Three years ago the high schools organized a high school athletic association and an annual field meet for the high schools of the county has become a feature of this department.

In the last 8 years $80,000 has been spent in this county in the erection of new high school and grade buildings. This year nearly $18,000 is to be spent in Marion and Patoka Townships. A new high school building is to be erected at Velpen and a grade building at Arthur.

Not much has been done in this county so far in the way of consolidation, the chief difficulty being the problem of transportation. But with the building of good roads this question will be solved in a few years and the county will be in the mood and in the condition to erect centralized schools throughout the county in each of the townships. Not until then will we be able to handle in an effective way the problem of vocational education now before the people.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF PORTER COUNTY.

Early Schools in the Various Townships—First Teachers—Description of the Early School House—Current Facts.

By Fred H. Cole, County Superintendent.

Joseph Bailly, the first white settler in Porter County, located upon the Calumet river in 1822. At that time no schools had been established within convenient reach of his cabin in the wilderness, and as soon as his daughters were old enough to attend school they were taken to a Catholic institution in the East, where they received an education far superior to that of most girls born as they were upon the frontier of civilization. Probably the first school in Porter County was taught at the dwelling of Jesse Morgan in the winter of 1833-34, but the name of the teacher cannot be ascertained. About that time there were a number of adventurers wandering through the frontier region, and as some of these men possessed a fair education they were in the habit of stopping at some place upon the approach of winter and organizing a school. When spring came they would continue their journey, and in time their names would be forgotten. More than likely it was one of these migratory pedagogues who taught the school at Mr. Morgan's.

In 1834, a subscription school was taught in what is now Morgan Township, by Miss Orilla Stoddard, but the exact location of the school house—a log structure 12 by 14 feet—is a matter of some dispute. It was located on the Morgan prairie, convenient to the homes of Morris Witham, Henry Adams, William Billings, and John Keller, who were patrons of the school.

The first school in Center Township was taught in the summer of 1835, by Miss Mary Hammond. The school house was located in section 7, not far from the road now leading to Flint Lake and Chesterton, and about a mile north of the fair grounds. The following winter a school was taught by the same teacher in Washington Township, in a log house erected for the purpose by A. V. Bartholomew. Four families only were represented and the term lasted for three months.

In 1836, shortly after the organization of the county was completed, the first school in Liberty Township was opened in a little log house in the Zane settlement, Mrs. Sophia Dye being the teacher. She had about fifteen pupils enrolled and received a salary of two dollars a week, raised by subscription. There is a tradition that a school was taught in Union Township in 1836,

in a log cabin near the place known as the "Hoosier Nest." but some say the school was not taught there until the following year.

In Boone Township, the few settlers who brought their families with them felt the need of educational advantages for their children, and in 1837 they erected a log school house of the most primitive pattern in which a school was taught in the fall of that year, but the name of the teacher seems to have been forgotten. About the same time the first school was taught in Valparaiso by a man named Masters. It was in a small building which Dr. Seneca Ball had erected in the rear of his residence, and which was subsequently used by him for a wood house.

The year 1838 was one of considerable activity in the educational affairs in Porter County. Schools were maintained in all the neighborhoods where they had been established previously.

Primitive Log Cabin School, Porter County.

A log school house, about 16 by 18 feet, with "Yankee fireplace" and greased paper for windows, was built in Jackson township, near Jackson Center, and Jane Jones taught the first term there, receiving a salary of one dollar a week. Prior to this, however, a subscription school had been taught in this township in a private dwelling on section 26, about a mile and a half southeast of Clear Lake. In Pleasant Township, a log school house was erected on section 13, not far from the site of the present town of Kouts. The house was built by the cooperative labor of the citizens and at the first term in the fall of that year eleven scholars were enrolled.

Two school houses were built in Portage Township in 1840; one on section 20, township 36, range 6, and the other in the southwestern part of the township. During the decade from 1840 to 1850 a number of new schools were established in various parts of the county, the public school fund became available,

and the beginning of a public school system was inaugurated. Mary Osborn-Cole, mother of the present county superintendent, was the first teacher to "draw public money" as a teacher in Liberty Township.

In 1854, Roman Henry received $160 for building the second school house in Pine Township—a structure 14 by 20 feet. (How different from the modern two-room building now under construction in Porter Township at an initial cost of more than $8,000).

The first school houses were nearly all log buildings along the sides of which one log was left out and the openings thus formed were covered with oiled paper in lieu of window glass to admit the light. Window glass in those days was a luxury too great to be considered in the construction of the district school houses. A huge fireplace at one end furnished heat to the school

One-room Frame Building, Porter County. Erected about 1862.

room, the seats were usually formed of split saplings in which holes were bored with a large augur and pins inserted to form the legs, the desks were wide boards supported on pins driven into the logs and ran along the sides of the room. Here pupils went at "writing time" to follow the copy written by the teacher at the head of a sheet of foolscap paper, and goose quill pens were frequently used. The three R's—"Readin', Ritin', and Rithmetic"—constituted the usual course of study, and the pupil who reached the "Rule of Three" in the last named branch was considered a fine mathematician. Yet it is quite probable that these early educational facilities were more appreciated and better utilized by the boys and girls than are the splendid opportunities by the graded school system of the present day.

Seven distinctive types of schoolhouse architecture have prevailed at different periods in Porter County, although probably no one community has witnessed the existence of more than

four examples.—The primitive log cabin, rudely fashioned (1835-1840); the one-room frame building, with a door in one end and windows along the sides (1840-1860); the small brick structure, conspicious for its simplicity, with a door at one end and three windows in each side (1880); the brick building with some show of variation, such as entry and belfry (1890); the frame building with ornamental gables, and class-room indirect from entry (1900); the building with more than one class room (1912); and

Modern Township Consolidated School, Porter County.

last the building designed to serve not only as a school house but as a community center convenience as well.

* * * * * * * * *

Some one has kindly said that the schools of Porter County have kept pace with the educational progress of the State. The boy or girl who is a part of the graded school system of today—who rides daily to school in a comfortable conveyance, is housed in a well-lighted, furnace-heated school building which affords opportunities for organized play and community center projects, where competent teachers with special training supervise study and encourage the abundant life; or the boy or girl who can have the privileges of a good township high school within easy reach of home cannot understand the great change that has come with years. Outside the city of Valparaiso, which has excellent

schools, commissioned high schools are maintained at Chesterton, Hebron, Kouts, Wheeler, and Boone Grove; a certified high school at Crisman; and three-year high schools in Jackson, Liberty, and Washington Townships. The coming year will see the establishment of four-year high schools in Liberty and Washington Townships and a junior high school in Union Township.

Space will not permit a proper discussion of the parochial schools nor of the worthy institution known as Valparaiso University which has grown through many vicissitudes to a vast educational medium which helps to raise the standard of citizenship and extend the area of prosperity, happiness and well-being.

POSEY COUNTY.

G. E. Behrens, County Superintendent.

[No Report]

SCHOOLS OF PULASKI COUNTY.

By HOMER L. ROGERS, County Superintendent.

Pulaski County is located in Ranges 1, 2, 3 and 4 west and townships 29, 30 and 31 north. It is eighteen miles by twenty-four miles containing four hundred thirty-two square miles and twelve townships. The population of the county in 1910, was 13,312. Enumeration of school children, 4,224, and a school atendance in 1915, of 3,195. 356 pupils were enrolled in the High Schools in 1915. Total cost of all schools was $53,248.78. It contains four incorporated towns and six small villages.

Most of the old records of the schools of this county have been lost but as nearly as can be determined by investigation the first school was taught near Winamac, in the summer and early autumn of 1839 by John C. Waldo, in a log cabin then occupied by the family of John Davis. The following year a log school house was started on lot No. 159 in Winamac. About the same time a school was taught by Mary Hall in Indian Creek Township. Later a school house was built on the old Washburn place in 1845.

In the next decade several school houses were erected in the different townships. Practically all of them were of hewn logs. The term was generally three months. The teacher was paid from ten to fifteen dollars per month and "boarded round" with the patrons. These log school houses were followed by frame buildings. Some of these were built of the familiar rectangular shape while others were built hexagonal.

There has been a rapid advance in the construction of the school houses both in number and in quality up to the present time. The little one-room buildings are fast giving way to the consolidated school with all the modern facilities. The advances in the agricultural conditions, the good roads and modern conveniences have kept pace with better school facilities.

It has not been very many years since Pulaski County was considered the home of the mosquito, frog ponds and wild marshes, but she now boasts of some of the best land in the State, three hundred fifty miles of free gravel roads, and having kept abreast with the progress of the other counties of the State.

It was one of the first counties in the State to adopt a systematic study of Agriculture and Domestic Science in the schools and secured one of the first County Agricultural Agents in the State.

During the past five years the trustees of eight different

Remains of Log Cabin School, Pulaski County.

Monterey School, Pulaski County.

townships have erected new consolidated school buildings at a cost of approximately one hundred seventy-five thousand dollars. There are now six commissioned high schools and one accredited. The teachers are organized under the Teachers' Retirement Law and within the next five years six teachers will be retired upon an annual pension of six hundred dollars each per year.

Pulaski County stands for Progress. Her people are full of that enthusiasm, vim and vigor which are essential to the upbuilding of any community.

HISTORY OF PUTNAM COUNTY SCHOOLS.

By L. G. WRIGHT, County Superintendent.

Putnam County was organized by an Act of the General Assembly, approved December 31, 1821, and was named in honor of Gen. Israel Putnam, of Revolutionary fame. The entire surface of the county was orginally covered with a dense forest of valuable timber. Here grew side by side the majestic poplar, walnut and oak, the sturdy sugar maple and beech, in company with the tall lithe hickory. Beech was the most wanted timber of the time; out of the trunks were built the school houses, and limbs procured by the dozen, in the hands of the teachers furnished the rules by which they taught "readin', 'ritin' and 'rithmetic." At this time teachers secured their license to teach from the County Examiner and very often from the County Auditor. The first examiner chosen was James A. Gilmore, followed by Prof. Benjamin K. Hoyt, Prof. Louis L. Rogers and William N. Lee.

The early history of the schools of Putnam County has been very much neglected. The first school we find record of was in Greencastle, and was taught by Hiram Slavens. He taught in a log building situated in the eastern part of town, in the year 1823. In 1825, a school was taught in Clinton Township near Little Walnut Creek. In Marion Township at an early date Bryce W. Miller taught school in his own cabin. He afterwards taught in neighbors' houses—a favorite place being at a home where they had a three faced camp, open in front and built up with logs on the other three sides.

Following this Alfred Burton taught a three months school in a log cabin. This school was broken up by several patrons who became dissatisfied with the teacher. The first school house in this township was erected on the farm of James Denny in 1827 near where Filmore is now located. Log school houses were soon erected in every community of the County. Later these were replaced by one-room frame buildings, while today we have in most townships modern school houses equipped for teaching domestic science and agriculture.

The corner stone for Asbury, now DePauw University, was laid in 1837. This was the first school in the county organized for advanced work. The leading place held by Putnam County in education in the early days of state, is shown by the fact that Prof. William M. Larabe of Asbury University was selected as

the first State Superintendent of Public Instruction. He was twice elected to that office holding the terms 1852-54 and 1857-59. The more rapid advancement of the schools began with the election of a County Superintendent, they were: John R. Gordon, 1873-75; L. A. Stockwell, 1875-81; L. E. Smedley, 1881-89; F. M. Lyon, 1889-97; S. A. Harris, 1897-1903; Oscar Thomas, 1903-11; L. G. Wright 1911-.

In 1889, Putnam County had one high school located in Greencastle. In 1890, the County Superintendent organized three high schools, Roachdale, Russelville and Cloverdale. These were non-commissioned high schools with a three year course and the length of the term was six months. In 1897 Putnam County supported sixteen non-commissioned high schools. The earlier County Superintendents aided in the organization of township and county institutes, grading and classifying the schools and the adoption of the uniform examinations for 8th grade graduates. The later County Superintendent's have aided in establishing several commissioned and accredited high schools not including Greencastle; furthered consolidation and the abandonment of weak district schools, and introduced vocational education in the grades and high schools. In 1913, the Superintendent of Schools of Putnam County led the movement which resulted in extending the length of the High School term to 8 months.

In 1916 there were 180 teachers in the County; 77 males and 103 females.

In 1916 there were 222 common school graduates, 123 girls and 99 boys. This number does not include the graduates from the towns of Cloverdale, Roachdale and Russelville.

Joint County Commencement was held at Greencastle, May 27th, 1916. As shown by the number of graduates completing the common branches the schools are holding the pupils longer than formerly. This has resulted from a course of study more closely related to the needs of the people; officers and teachers with better qualifications, and the better enforcement of the compulsory education law.

Type of First Buildings in Randolph County.

Jackson School, Jackson Township, Randolph County.

SCHOOLS OF RANDOLPH COUNTY.

By LEE L. DRIVER, County Superintendent.

The early schools of Randolph County were no exception to those found in all parts of Indiana. The buildings were poorly constructed of poles; windows, if any at all, were made of greased paper; dirt or puncheon floors, and a huge fire-place filling one end. The furniture was equally crude—the teacher being in full harmony with the whole situation.

The masters of those schools ruled with an iron hand and indomitable will. No one was employed unless he could give promise of being able to thrash any boy in the school. Even the patrons themselves were in complete sympathy with the policy of "No lickin', no larnin'," and approved of almost any kind of punishment.

Some of these early teachers showed a great deal of originality in their methods of punishment as did the one in this county who owned a tract of land near by. If a boy committed any offence, and it didn't have to be very great, he was punished by being sent to the teacher's "clearin'" and compelled to pile brush. The girls did not escape the clever methods for the teacher brought yarn to school, out of which for minor offences, these girls were compelled to knit his socks.

The first school in this county was taught by Eli Overman, and as were many of the early schools, was taught in a "Quaker meeting house." This was during the winter of 1815-1816, only a little over a year after the first settler had entered his land. The term was of forty days, for which Mr. Overman is said to have received about $10.00.

Public schools made but little advancement until 1848, when the real public school was made possible by legislation. Their crudeness is vividly shown by the following statement of Hon. Nathan Cadwallader, who tells of his school of 1845:

"I taught in an old log building in a clearing. It had once boasted a clay and puncheon fire-place and a stick chimney; but the house at that time had neither, for the chimney and fire-place were wholly gone, and the end of the house was all open. The books were anything the parents happened to have, Bible, Testament, Marion, Washington, Franklin, spelling book, Murray's Sequel—and each used what he brought."

The second great movement in the schools was the establishing of the County Seminary—"The College of the Poor Man."

It is not definitely known when the Seminary was established, but reference is made to it in the record of May, 1827. It finally grew to fair proportions and was the real forerunner of the high school. It was discontinued in 1851.

Another institution that has added much to the school interest in Randolph County is the "Union Literary Institute." This Institute was organized by five members of the "Newport Meeting" who conceived in 1845 the idea of endowing an institution for the high and noble purpose of carrying knowledge and learning within the reach of those who desired it. Its purpose as stated in the preamble of the charter granted by the State Legislature was that of "Building up and Sustaining a Manual Labor School. Principally for the benefit of that class of the population whom the laws of Indiana at present preclude from all participation in the benefits of our public school system, and an education in the higher branches of science." This school flourished splendidly for many years and was at one time, the leading school in eastern Indiana. The public school later supplanted the Institute and it has been abandoned as a public shcool. The organization still exists.

Another institution of great importance to the county was the Ridgeville College. This institution was located in Ridgeville and for many years gave promise of becoming one of the leading colleges of the State. It was organized in 1867 by the Free-will Baptists. They made heroic efforts to endow it properly but never succeeded in getting more than $20,000. It was closed in 1891.

The last general movement in the administration of school affairs is the consolidation of the one-room, one-teacher schools. Before this movement began, there were one hundred thirty-two one-room schools, one hundred ten of which have been abandoned for the larger and better schools. Eight years ago, there was one commissioned Township high school with an enrollment of sixty-one. At this time there are thirteen commissioned and one certified high schools with an attendance of six hundred twenty-four.

The per cent of eighth grade graduates to enter high school has increased from twenty-one and fifty to ninety-three and one hundred. Over seventy per cent of those entering high school remain to graduate.

Two hundred thirty of two hundred forty graduates were in

high school last year. The increase in attendance in the upper grades is very marked also.

Each of sixteen consolidated schools is equipped fully in every particular and thoroughly modern. Flush toilets, hot and cold water for showers and kitchens, sewing rooms, manual training, agriculture, auditorium, library, piano, victrola—in fact just as modern as school buildings can be.

All kinds of community meetings are held in these centers, and entertainment both literary and musical, is furnished by the high school orchestra or club.

Do the patrons want to return to the old system? Eighty-three of these schools could be reopened by the patrons but not one has ever been reopened. In practically every case, the old buildings have been sold as soon as possible upon petition of the patrons, showing they have no notion of going back.

The serious question is that of transportation. Nothing but the best wagons and drivers are used, and when this is done, transportation is successful and approved. During the past year, three schools have been transported by interurban, nine carriages and ninety-eight schools wagons have been in use carrying two thousand two hundred eight children, and but one case of discipline has been of enough importance to be called to the attention of the County Superintendent. There is less difficulty in discipline on the wagons than in school.

HISTORY OF THE RIPLEY COUNTY SCHOOLS.

By CHAS. R. HERTENSTEIN, County Superintendent.

Ripley County is in the south-eastern part of Indiana, about fourteen miles from the Ohio boundary and twelve from Kentucky. This county was organized in 1817, by an act of the legislature, and named after Gen. E. W. Ripley, an officer of the War of 1812. The area of the county is about 450 square miles. The elevation of the county ranges from six hundred to eleven hundred feet above the level of the sea. The soil is in general a limestone clay soil; the bottom lands bordering on the creeks such as Laughery, Graham, Cedar, and Otter, are very fertile. The primeval forest consisted of such timber as hickory, oak, poplar, beech, gum, elm, ash, sycamore, walnut and maple, and a great variety of vines and shrubbery.

Such evidences as relics and mounds indicate that the mound builders were the aborigines of this territory; however, the savage American Indian and wild beasts occupied this primitive country. when our pioneer ancestors came here to establish the first settlements. A Mr. Ross was the first known white man to have been in the county. He was chased along Laughery by a group of Indians in 1781. There is no definite authentic record of the first settlement that was made in Ripley County. The supposition is that it was made at Buchanan, an old block-house fort in the south-eastern corner of Brown township. The first permanent settlement was made in 1814. These pioneer settlers came from the old eastern States across the mountains, down the Ohio river, and through the primitive wilderness. The first dwellings, churches, and school houses of the settlers were log cabins.

The first school house in the county was erected in Shelby Township in 1820; a gentleman by the name of Osborn was employed as the teacher. This school house was a typical pioneer building; it was made of round logs notched at the ends, the spaces between the logs were filled with sticks and daubed with clay. The roof consisted of clapboards held in their places by poles extending across the roof, called weight poles. The floor was of puncheons or planks split from logs, two or three inches in thickness, and hewed reasonably smooth on the upper side. The fireplace was about six feet wide; it was made of logs lined with clay, or undressed limestone. The chimney was made of stone and split sticks plastered with clay. A stout door hung on wooden hinges and fastened with a wooden latch. A log was cut out of

one side to form a long window; this open space was covered with paper greased to make it transparent. Long pins were driven in the log under the window and a broad plank was laid on these pins, to serve as a writing desk. The seats were made of half a poplar log, smoothed with an adz and supported on legs driven into the round side. These log cabins were first displaced by limestone buildings, and later by brick and frame structures.

The first school house in Franklin Township was built in 1821, on Ransom Hill, one mile from Old Milan. The first teacher was James Ball and he was paid by subscription, eight dollars per month. The first subscription school in Laughery Township was organized in 1838 with Elias Robinson as the teacher. The first public school was organized in Laughery Township in 1840, with a Mr. Carver as the teacher. At a little later date the Ripley County Seminary was organized at Versailles. It was established for the purpose of having the high school branches taught. The attendance was too small and the expenses too high, so in 1851 this Seminary was disbanded. In 1861, a new stone school house was built at Morris in Adams Township.

By the time of 1862, the number of pupils in almost every district in the county was large. The enumeration in Washington Township, for example, was over five hundred individuals; the 1916 enumeration is two hundred fifty. The congested school rooms of olden times made the problem of discipline a very difficult one. When the three district trustees, or the school meeting considered a teacher as an applicant to teach their school, his physical strength was the most important item of consideration. His morals too were considered. The trustees records of Shelby Township contain a teacher's contract which stipulates that the teacher's salary shall be reduced if he becomes intoxicated frequently. His qualifications to teach reading, writing, spelling and arithmetic were also considered. The ciphering match, spelling bee, game of town ball, Friday afternoon literary, and the barring-out of the teacher at Christmas time to compel him to treat, were all occasions of excitement and merriment. The experiences of Eggleston's Hoosier School Master vividly and typically depict the life of the school community of pioneer days.

The development of our school system has been slow, however, it has been steady. The improvements in equipment and methods employed indicate increased interest and intelligence on the part of patrons, officials, teachers, and pupils. By 1860, brick and

frame school houses were constructed; they were made large enough to accomodate fifty pupils; they were heated by box stoves; they were lighted by glass windows; they were equipped with reasonably convenient desks and blackboards. The length of the school term was gradually extended; more efficient school officials were chosen; better texts were used; more competent teachers were employed, and a saner community interest was active.

This zealous spirit in the development of our local system of education has been fostered by the teachers' county institute. The first Ripley County Teachers' Institute convened at Versailles on Tuesday, December 24, 1867; and remained in session five consecutive days. Sixty-five teachers were in attendance. The subjects of arithmetic, grammar, physiology, reading and discipline were discussed. Just previous to adjournment, a thorough appreciation of the programme of the institute was exemplified by "enthusiastic cheers for the Glorious Institute."

The various Ripley County Normal Schools too, have been a forceful influence in the growth of our schools. The first county normal was held at Delaware in 1875. Since then, county normals have been held at Versailles, New Marion, and Osgood. Competent instructors have had charge of these normals, and many young men and women have been given an intelligent start in the profession of teaching, by the courses as presented in these local institutions. Several of these instructors have become superintendents of the schools of our county.

B. F. Spencer, Samuel M. Jones, George W. Russ, Ithamer H. Drake, and Hezekiah Shook served the county in the capacity of School Examiners. Three county school examiners were provided for by statute as early as 1843. The sole duty of an examiner was to determine as to the qualifications of teachers. For this service he received fifty cents for each person examined, and this was his only salary. The examinations were usually oral and meager. By a change of statute in 1865, one examiner in each county was provided for. This law enabled the examiner to hold a county institute and to visit schools. By an act of 1873, the office of county superintendent was created. He examines and licenses teachers, revokes licenses, visits schools, conducts township and county institutes, and is regarded as the leader in the educational matters of his county.

Capt. Hezekiah Shook was elected as our first county superintendent, in 1873, and served in this capacity for two years.

He was an excellent teacher and discharged the duties of his office very creditably. Samuel Daubenheyer succeeded Capt. Shook in 1875; and his term expired in 1877. Mr. Daubenheyer's administration too was good. William M. Van Dyke was our third county superintendent. He served one term (1877-1879); he formulated a course of study, and graded our schools. He was a brilliant teacher and did much for our school system. Thomas Bagot was our fourth county superintendent, serving from 1879-1883. He was young, energetic, ambitious and original. He completed the work of grading our schools, established a system of graduation from the eighth grade, prepared the first township institute outlines, organized the first high school course, gave origin to the County Teachers' Association and organized a county Historical Society. Mr. Bagot was succeeded by George W. Young, whose term expired in 1887. Mr. Young was a scholarly gentleman and had had much experience in his profession. He instituted the commencement exercises of the common schools. Dr. Russel T. Olmstead was elected to succeed Mr. Young as superintendent. He gave much attention to the details of his official duties and the appreciation of our local public school system continued to develop. In 1889, George W. Tyrrell was elected to the office of county school superintendent. He exemplified strong executive ability, and was exacting in his requirements of the teachers and at the same time was so just that he had the sincere respect of every teacher in the county. Mr. Tyrrell was succeeded by Chas. S. Royce. Mr. Royce was a graduate of the Indiana State Normal. He was instrumental in the establishment of several local high schools. He reorganized the high school courses, stimulated the teachers to take a keen interest in the county institutes and associations, and succeeded in getting many of our teachers to attend higher institutions of learning, Rudolph Acher succeeded Mr. Royce, with a term of four years. He, too, was a graduate of our State Normal. He was very enthusiastic in his work, and had high ideals. He secured an extension of the high school course; he plead for the observance of laws of sanitation and the installation of art in our schools. He supervised the schools closely, and elevated the standards of teachers. Hale Bradt, Mr. Acher's successor, was our county superintendent from 1907 to 1911. He assisted three of our high schools, Versailles, Osgood, and Batesville, in securing their commissions during his

term. He developed much interest in the teaching of agriculture, and a late method of teaching primary reading.

Chas. R. Hertenstein succeeded Mr. Bradt, and is the present incumbent. He, too, had graduated from the Indiana State Normal. The following improvements have been made recently: Two of our high schools, Milan and Holton, have been commissioned; excellent county eighth grade and town high school commencement exercises have been conducted; all of our teachers enroll and attend the Indiana State Teachers' Association; the truancy law is enforced resulting in much improved attendance in all of our schools; a county high school teachers' association has been organized; athletics, the class play, oratoricals, and the orchestra have been introduced into our high schools; a complete record of each high school pupil's work is kept now; the natural science labratory equipment, and the libraries have been improved; vocational work has been introduced into our schools; boys' agriculture and girls' domestic science clubs have been organized; the laws of sanitation are more thoroughly observed; worthy art products are being installed to decorate our school buildings; four modern school houses have been built; the extent of our macadamized roads has reached the three hundred mile point with the result that the consolidation of our schools has begun; more of our teachers attend higher institutions of learning than at any previous time; several parent-teachers' clubs have been organized; and the members of our county board of education hold monthly meetings in the superintendent's office. The spirit of these meetings is excellent, and it is hoped that our school system will continue to progress.

RUSH COUNTY SCHOOLS.

By C. M. George, County Superintendent.

The first school in Rush County, Indiana, was taught by Isaac Phipps, in Noble township in 1820-21. This school was taught for the squatters in a log cabin on Section 19, Township 13 north, Range 10, east. One of the early schoolhouses is described as having neither chimney nor fireplace. It was heated by piling coals on a rock or a mound of mud. The floor consisted of the bare ground.

The town of Rushville was laid out in 1822 and Dr. William B. Laughlin undertook in addition to his many other duties to instruct the children of the neighborhood together with his own children. In 1828, he opened a school for advanced pupils. The course of study included many of the higher branches and was designed to prepare the students for entrance into college. This was the first school of the kind in the county.

In 1838, the county commissioners purchased two lots in Rushville at the south-west corner of Third and Julian streets on which was erected the county seminary. This school was maintained by private tuition until it was sold under the acts of 1852. The Fairview Academy began to receive students in 1849. The Friends Academy at Carthage was a log cabin. Here Henry Henley taught a school in 1830 or 1831. The academy was a sectarian school and was taught in strict conformity to the views of Friends. The academy was continued in various buildings in Carthage as a sectarian school until 1879 when it was merged into the joint graded public school. The Little Flat Rock seminary was built in 1856 and stood one-half mile south of the Little Flat Rock Christian church in Noble Township. It was a two-story frame building and was presided over for several years by Josiah Gamble who afterwards was superintendent of the Fayette county Schools. In 1847, Thomas B. Helm founded the Farmington Academy in a tavern now used as a dwelling on the northeast corner of the cross roads at Farmington. The United Presbyterians formed a stock company and established the Richland Academy in the village of Richland which began its career of usefulness in 1855. It continued until 1861, when the principal, John McKee, recruited a company of soldiers which became Company K, Thirty-seventh Indiana Infantry. The buildings and grounds were sold April 29, 1885, to Richland Township for public school purposes.

Rush County, Indiana, claims the distinction of having the first consolidated school in the United States. William S. Hall in 1876, abandoned five schoolhouses and erected in the village of Raleigh which is located in the center of the township a graded school building. This building was opened in 1877, with J. T. Kitchen as the first principal. At the present time all of the townships of the county have consolidated schools. Consolidation has reduced the number of district schools from ninety-six to thirty-nine. Four of the twelve townships of the county have complete consolidation. Six school wagons all modernly heated and ventilated transport the children of Washington township to the Raleigh high school building. All of the pupils of Anderson Township are conveyed to the Milroy high school building. Six school wagons are used. Union Township is consolidated in two high school buildings at Glenwood and Ging. Walker Township schools have complete consolidation in the high school buildings at Homer and Manilla. With consolidation has come better school buildings, better equipment, longer term, a graded system, higher branches taught, better qualified teachers, closer supervision, and more efficient work generally at slightly increased cost.

In addition to the pioneers Rush County has had many teachers in more recent times who by many years of faithful service have left indelibly their imprints upon the minds and characters of her citizens. Prof. J. L. Shauck probably holds the record for length of continuous service. He began teaching in the district schools of Union Township in January, 1873, and closed his work in the county as principal of the Arlington high school in 1913. He served as county superintendent from 1881 to 1887. He is now teaching in Spokane, Washington. Mrs. May Wellman taught the primary grades in the New Salem school for twenty-nine years. She was re-employed for the thirtieth year but resigned on account of the illness of a member of her family. She is now living at her home in New Salem. Miss Belle Gregg of Rushville has just completed her thirty-fifth year in the schools of the county. She is now principal of the Jackson building. The late David Graham, "The Grand Old Man of Rushville," was the first superintendent of the Rushville city schools which position he held for thirteen years. A. M. Taylor, County Clerk, and L. A. Hufferd, representing Little, Brown and

Company, have been teachers of the county for almost thirty years. H. B. Wilson and the Misses Ellen Madden, Margaret Casady and Pet Meredith of the Rushville schools have also been teachers of the county for more than thirty years.

Scott County School Building Erected in 1870.

Scottsburg and Vienna Township Joint High School, Scott County.

SCOTT COUNTY.

By WILLIAM S. GRIFFITH, County Superintendent.

The early history of the schools of Scott County is much the same as that of other sections of the state. The school buildings were of logs and were located in the most thickly settled communities. Most of these buildings were placed on the high ground or hill near a stream. As the lower lands were cleared and became tillable these buildings were moved with the shifting of community life. Where in the early days, from 1820 to 1870, schools were located amidst thickly settled communities now no schools are found and only the oldest inhabitants can point out their locations. From 1870 to 1890 new districts were created and old ones changed. Since 1890 the school districts have remained without change save the abandonment of a number of schools and uniting them with others. There are at the present time ten fewer buildings than at the beginning of this period.

The buildings of the second period were of the one-room frame type as shown by the accompanying picture. The last period has given us more sanitary and substantial buildings. This is especially true of the last ten years. All buildings erected during this time are of the most modern and approved type.

The progress in the erection and equipment of buildings for school purposes is evidenced by the fact that the yearly expenditures for the same have increased more than three-fold and the estimated value of school property shows an increase of almost two hundred per cent over that of twenty years ago.

During the early part of the first period the school grounds consisted of "all out-doors," but the deeds of lands for school purposes show one acre to have been the maximum while by far the larger number were for one-half acre. All buildings of the last few years have been located on tracts of not less than two acres.

The early schools were entirely lacking in outbuildings and equipment. The furniture was of the rudest and most easily procurable kind. Libraries were unknown and the reading of any books other than the Bible and the few textbooks at hand was discouraged and even forbidden. These earlier conditions have undergone a constant change until at this time more than one-half of our schools are supplied with the most modern desks, bookcases, maps, charts, primary helps, etc. Every school in the county is supplied with clean sanitary out-buildings and walks

leading thereto. More than one-half the schools are furnished water from wells located on the school grounds.

The early schools of the county were lacking not only in school libraries but in textbooks as well. Today practically every child is supplied with proper texts and in many cases with supplementary readers also. Every school is equipped with a carefully selected library varying in size from fifty to five hundred volumes. These are the result of the personal efforts of the teachers. The funds for the same have been procured by entertainments and contributions by the patrons. These libraries originated with the purchase of the Y. P. R. C. books by a few schools about 1900. Each year from four to five hundred of these books are purchased and this continuous addition together with those selected by the teachers has created libraries in the one-room schools alone of more than ten-thousand volumes and from which more than five thousand volumes were taken and read by patrons and pupils during the past year.

In the early schools the length of the school term was three months. The average length in 1890 was less than ninety days while the average length for the county for the past year is one hundred thirty-five days.

Prior to 1890, there was no High School in the county. We now have two commissioned and one non-commissioned schools. All teachers of these schools are graduates of standard colleges and the schools are otherwise well equipped for efficient work.

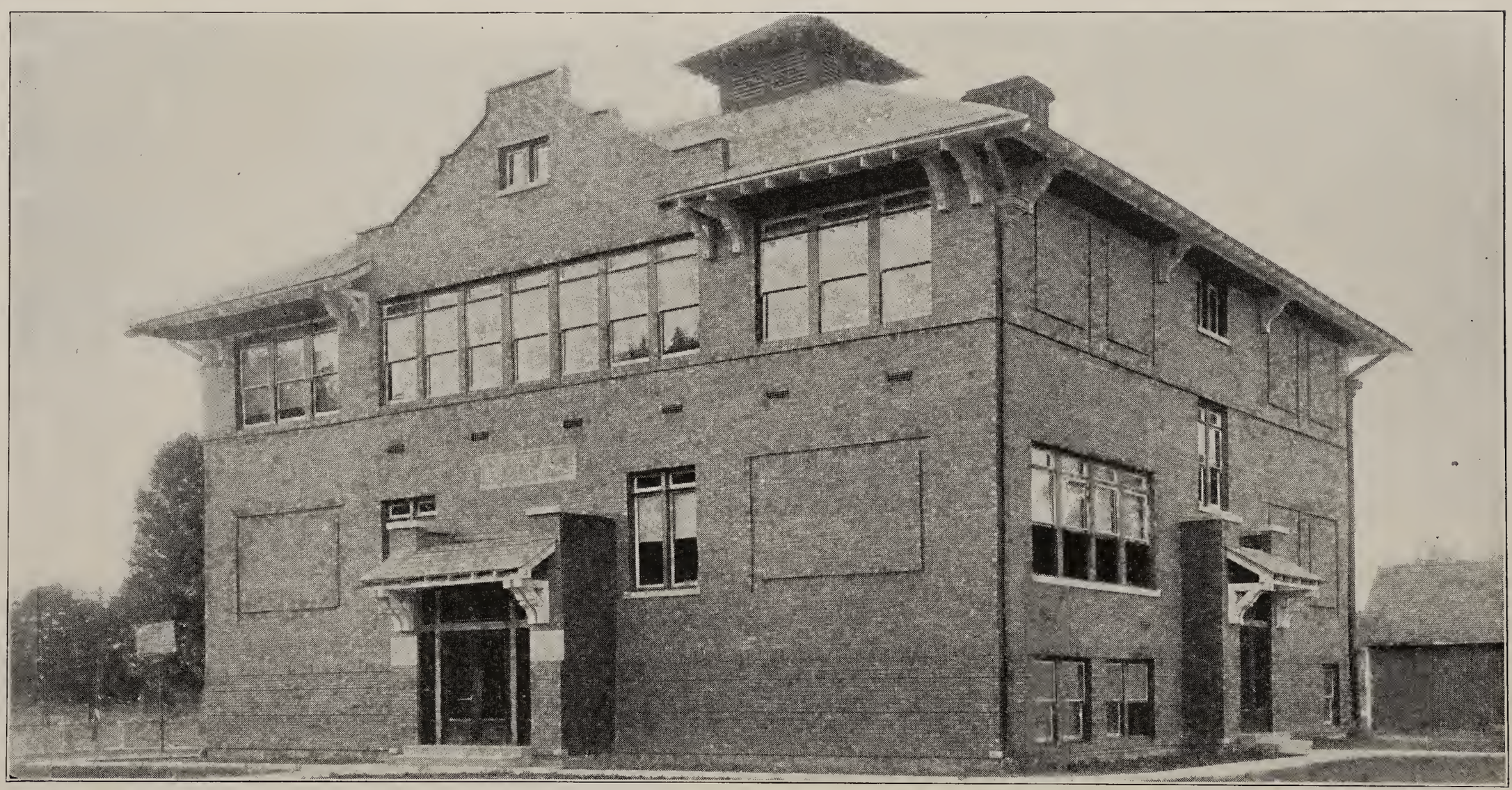
The teachers of the pioneer schools were of that class known as "good disciplinarians." Many times scholarship, character and personal habits were negligible considerations in the employment of teachers. They were paid by subscriptions of the patrons and were expected to "board around."

The amount paid teachers has more than doubled since 1900, and the average daily wage has increased from one dollar and sixty-five cents at that time to two dollars and seventy-five cents. The teachers of the present are much better qualified than those of the earlier days. They are keeping pace with the demands of the profession. Prior to 1890, only a very few teachers had any preparation beyond that of the district school and the local "spring normals" which were conducted at Austin, Lexington and Scottsburg. At present seventy-five per cent of all teachers are High School graduates and all teachers have had Normal or College training.

One township, Jennings, is working toward complete consoli-

dation of schools. This movement has been continuous since 1905, when it was first inaugurated. In 1910, a new modern consolidated high school and grade building was erected at Austin. So popular has been the movement that already the increasing attendance will necessitate the providing of additional rooms in the near future. Three wagons convey the children of the abandoned schools to this building. This township has at this time but two one-room schools. The year 1912 marked the union of the Vienna Township and Scottsburg High Schools. The two corporations erected a substantial modern building at a cost of forty thousand dollars and have since increased the faculty from three to seven members. The effect of this consolidation is an annual enrollment of one hundred forty and a graduating class of from twenty-five to thirty members.

A careful survey of our school history reveals the fact that though the educational work of the county has been greatly handicapped by lack of funds this deficiency has been largely overcome by the splendid spirit of patrons and teachers. Our schools have not only supplied our own teachers but have sent teachers to all parts of Indiana as well as to many other states of the Union. The former pupils of these schools are to be found occupying the highest places of honor and distinction in the State and Nation. The list of these is indeed a long one especially when the limitations of area and population are considered.



Boggstown High School, Sugar Creek Township, Shelby County.

A BRIEF HISTORY OF THE SCHOOL SYSTEM OF SHELBY COUNTY.

By WILLIAM EVERSON, County Superintendent.

It is impossible to judge correctly the wonderful advancement made along educational lines in Shelby County since the days of our "Forefathers" unless we take into consideration the condition of this country at that time.

Where we now have a land of broad roads, fertile fields and fine pastures dotted with school and church buildings; in the early days were giant trees with branches closely intertwined.

The level lands that occupy so large a space in this county were at that time inundated more than half the year. These conditions rendered the country almost impassable for man or beast. There were no roads and no markets in which to buy or sell.

William Conner, an Indian trader was the first white man to cross the boundary of Shelby County.

In the year 1818, James Wilson built the first log cabin on the banks of Blue River, in what is today Marion Township. For a long time his nearest neighbors were Richard Thornsburg, 18 miles distant and Jacob Whetsel 30 miles away.

The first public building was a school house erected upon the "Public Square" in the town of Marion in 1821. It was made of logs, dimension, 16x18 feet, and built after the fashion of all school houses of the early days, seats made of split and hewed logs with legs driven in holes bored in each end, all the available light coming through greased paper pasted over openings made by a log having been sawed out.

The first teacher was Jonathan Wilson, who taught a three months term for seventy-five cents a scholar.

The second school in the county and the first in Shelbyville, was taught by William Hawkins in 1882, in a log cabin built for a dwelling. Webster's Spelling Book was THE book.

In 1826, a brick building 20x56, was built in Shelbyville.

The County was originally divided into four townships but the boundaries have from time to time been changed until today we have 14 townships.

The character of a community is measured by its churches, schools and libraries. Along this line there has been a marked change in the way of progress that indicates an increase in high moral and intellectual growth. The county has changed from a

thinly populated district to 15 corporations, each having its towns, schools and churches.

Shelbyville has a commissioned High School and seven graded schools with 1,600 students and employing 62 teachers under the supervision of J. W. Holton.

Addison Township under the management of Trustee J. H. Williams has the Orphans' Home graded school and five district schools.

Brandywine Township under the control of Trustee J. C. Voris has the Fairland, Commissioned High School, and three district schools.

Hanover Township under the direction of Trustee Chas. M. Robinson has the Morristown Commissioned High School, Gwynneville Accredited School and two district schools.

Hendricks Township under the supervision of Trustee Samuel McClure has Marietta Graded school, Smithland Graded school and six district schools.

Jackson Township under the control of Trustee Harvey Oltman has the Mt. Auburn Commissioned High School and five district schools.

Liberty Township under the care of Trustee Frank Hammond has the Waldron Commissioned High School, Cynthiana Graded school and two district schools.

Marion Township under the guidance of Trustee W. H. Yarling, has a two-room building in the "Public Square" in Marion and six district schools.

Moral Township under the leadership of Trustee George Ruschaupt has London Graded school, Pleasant View two-room building and seven district schools.

Noble Township under the supervision of Trustee W. C. Crosby has Geneva Non-Commissioned High School and five district schools.

Shelby Township under the management of Trustee Claude Pherigo has Greens Graded school and six district schools.

Sugar Creek Township under the control of Trustee Richard Gallagher has Boggstown Commissioned High School and four district schools.

Union Township under the direction of Trustee Otto Holbrook has Rays Crossing school and seven district schools.

Van Buren Township under the guidance of Trustee Verly Nigh has Fountaintown Accredited School, one graded school and five district schools.

Washington Township under the management of Henry McCarty has Flat Rock Non-Commissioned High School, Lewis Creek Non-Commissioned school, Morristown Graded School and one district school.

The five Commissioned, two Accredited, three Non-Commissioned, nine Graded and sixty-six one-room schools have been under the supervision of County Superintendent Wm. Everson for the past thirteen years.

The five Commissioned and two Accredited schools have been established within the last ten years.

Thus in this great Centennial year we find that in the matter of Schools, Shelby County has advanced since the first school house was built in 1821 from: One building to 93; one teacher to 201, from less than a dozen pupils to 5,900 in the grades and 682 in the High Schools.

SPENCER COUNTY.

J. W. Strassell, County Superintendent

[No Report]

STARKE COUNTY SCHOOLS.

By Carroll W. Cannon, County Superintendent.

Starke County, located in the second tier of counties from the Michigan line on the North and the third tier of counties from the Illinois line on the West, was organized early in the year of 1850. Before that time it had been associated with the neighboring counties in governmental and educational affairs.

Early in 1851, the first school house was built on the northeast bank of Bass Lake in North Bend Township. To the best of information that can be obtained this school building was used for a number of years, probably until 1864 or 1865. The average enrollment at this school was sixty pupils and the average length of school term was six weeks. Just where the second school building was built it is quite difficult to say because like many others of the northern counties the population of the county grew rapidly, but in all probability it was built in Railroad Township in the neighborhood of San Pierre. These two school houses seem to have been the meager beginning of the present extensive school system of the county. From time to time, as necessity demanded, school houses were built in various parts of the county.

In 1870, a uniform system seems to have been followed in establishing and locating school houses and as a result of this plan school houses seem to have been built at a distance of two miles apart each way. The result of this plan was the erection of a large number of school buildings which made it possible for everybody to have an opportunity to receive some school training. The length of terms and the equipment for these schools, of course, was not as it is today. The first school houses were like the other buildings of their times rudely constructed from logs with the poorest conveniences for school work. But as time went on and improvements came along the various lines, of course, better buildings and equipment was provided for the children until now we have as good buildings and equipment as can be found anywhere. The average length of school term has kept pace with the improvements in buildings and equipment until now we have a uniform term of eight months throughout the county and in many parts of the county we are receiving demands for a longer term.

In Starke County since 1880, and even before that date there have been a number of graded schools, perhaps the best of which were located at Knox, the county seat, and at North Judson in

Marsh School, Wayne Township, Starke County. Erected 1867.

Lomax School, Railroad Township, Starke County.

Wayne Towmship. These schools of course employed the best qualified teachers that they could obtain and from time to time made improvements which aided very materially in their progress. They were the first schools in the county to offer privileges for High School work and to receive recognition at the hands of the State Department of Public Instruction. Later other high schools were organized in the county and now we have five commissioned high schools, one certified and one accredited, the enrollments of which increase yearly.

The school system of the county owes much of its progress and efficiency to the untiring efforts of its County Superintendents, but special mention, perhaps, should be made of the work of Wm. B. Sinclair who served as County Superintendent from 1885 to 1897, and the work of J. Walter Dunn who was County Superintendent from 1903 to 1907. These gentlemen seem to have been better qualified along the various lines of school work than any of their predecessors. Mr. Sinclair was an exceptionally good organizer and it was through his efforts that every child was given an opportunity to attend school for at least six months during the year. Mr. Dunn believed in more efficient teachers and longer terms thus through his efforts the standard of the schools was raised very materially.

In 1908 it was found necessary to build new buildings in Center Township and after some study and persuasion upon the part of a number of those who were interested in better schools it was decided to build one building large enough to accomodate the pupils of Center Township and thus to introduce township consolidation in this county. This plan, however, was not consummated until 1910, when a commodious ten-room building was constructed near the center of the township to which all the pupils of the township are transported by means of nine school wagons. In this building we have a township library numbering 600 volumes and we offer a four-year commissioned high school course.

In several of the townships we have partially consolidated schools and in Railroad township we have but two buildings, one located in San Pierre, where we employ seven teachers and offer high school work, the other a two-room building near the station of Lomax, where only grade work is done. To both of these buildings the pupils of the township are transported by means of school wagons. To the former come five wagons to the latter two. This makes a very satisfactory solution for the school question in Railroad Township.

There are in this county many very good rural school buildings but we especially boast of two, one of which is in Davis Township, north and west of Hamlet, which is a one-room building with a basement under the whole building, it is heated by a furnace, is equipped with adjustable seats, an excellent library and a Domestic Science kitchen. Its seating capacity is 32 but the enrollment is 28. This building was constructed at a cost of $4,000. The other in Railroad Township, north and west of North Judson. This is a two-room building with a basement under the whole building. It is heated with a furnace, is equipped with a Domestic Science kitchen, agricultural laboratory, sanitary drinking fountains. This building was constructed at a cost of $7,000.

The commissioned high schools in Starke County are as follows: Knox, North Judson, Hamlet, Grovertown and the Center School in North Bend Township. The Center Township High School is not commissioned as yet but is making all preparations to meet the requirements. So is the High School at San Pierre. In all probability these schools will be commissioned in 1916.

The following is a list of the County School Examiners and the County Superintendents from 1861 to 1911:

COUNTY EXAMINERS.

Andrew W. Porter, April 27, 1861; H. T. Howard, June 10, 1864; Samuel Jacobs, June 6, 1866; John E. Short, June 3, 1868; Willoughby McCormick, June 13, 1871; Uziah Kline, Nov. 2, 1872.

COUNTY SUPERINTENDENTS;

Alexander Henderson, May 31, 1873; Oliver Musselman, November 9, 1876; Geo. A. Netherton, June, 1881; Henry C. Rogers, June, 1883; Wm. B. Sinclair, 1885-1897; Wm. A. Foust, 1897-1899; Geo. E. Butcher, 1899-1903; J. Walter Dunn, 1903-1907; Elmer E. Rodgers, 1907-1911; C. W. Cannon, 1911.

ST. JOSEPH COUNTY SCHOOL HISTORY.

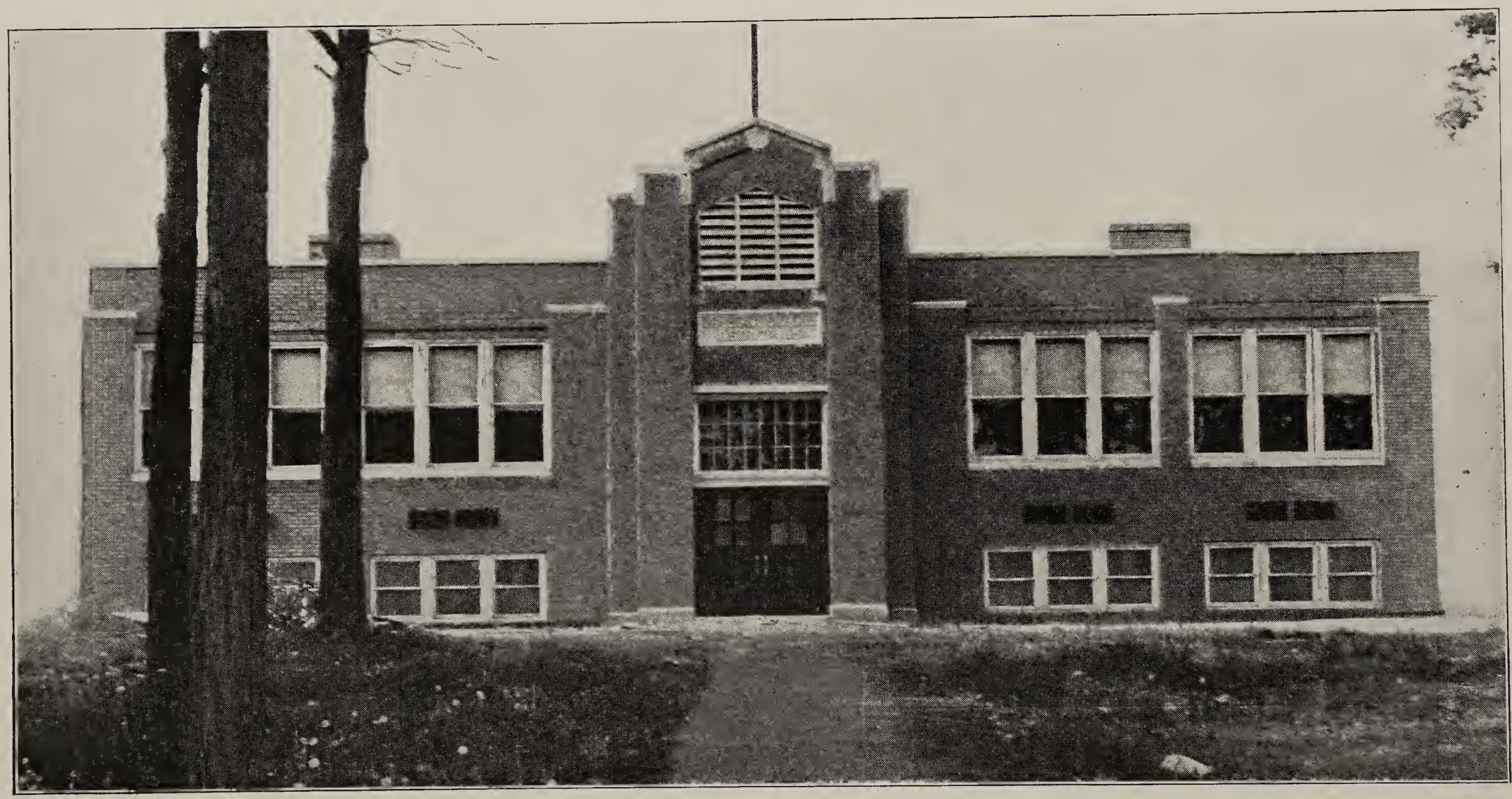
By RALPH LONGFIELD, County Superintendent.

Four years after Indiana became a state, the first white settler came to what is now St. Joseph County and located along the St. Joseph River. Two more settlers came during the following seven years. These first settlers were fur traders and came to the St. Joseph valley in the employ of the American Fur Co. Neither the state nor nation had acquired title to the lands in 1820, but in 1821, a strip along the northern boundary of the county was ceded to the United States by the Indians and finally in 1832, the southwest part of the county was secured in what was the final cession.

Since a title to any lands could not be secured until the territory was surveyed and platted, no settlers came for a few years after the land had been secured by the United States. A few families came to the northern part of the county in 1828, and a few more in 1829, but the following year larger numbers of settlers came so that the pioneer home was established in many places. With the coming of the settlers in 1830 and 1831, schools were also established in many communities. No record of the establishment and opening of the first school in the county was made, or at least does not appear in any of the records of those days, but there is little doubt that the school opened in the settlement on the present site of South Bend was the first. This was in 1830 or 1831.

Settlers came rapidly during the years following 1830 and district schools, most of them built of logs, were opened in all parts of the county. These supplied the only educational facilities until 1835 when private seminaries began to appear. In 1845 a County Seminary was established in South Bend in accordance with the provisions of the first constitution. This was maintained until 1853, when the grounds and building were purchased from the county by the city of South Bend and used in establishing a High School. The site of the County Seminary now forms part of the block on which the present High School is located, the present high school building being the third erected for high school purposes since the county seminary building was outgrown. There are now six Commissioned High Schools in the county with a total enrollment of 1,600.

Little advancement was made in the provisions for Elementary Education outside the cities of South Bend and Mishawaka

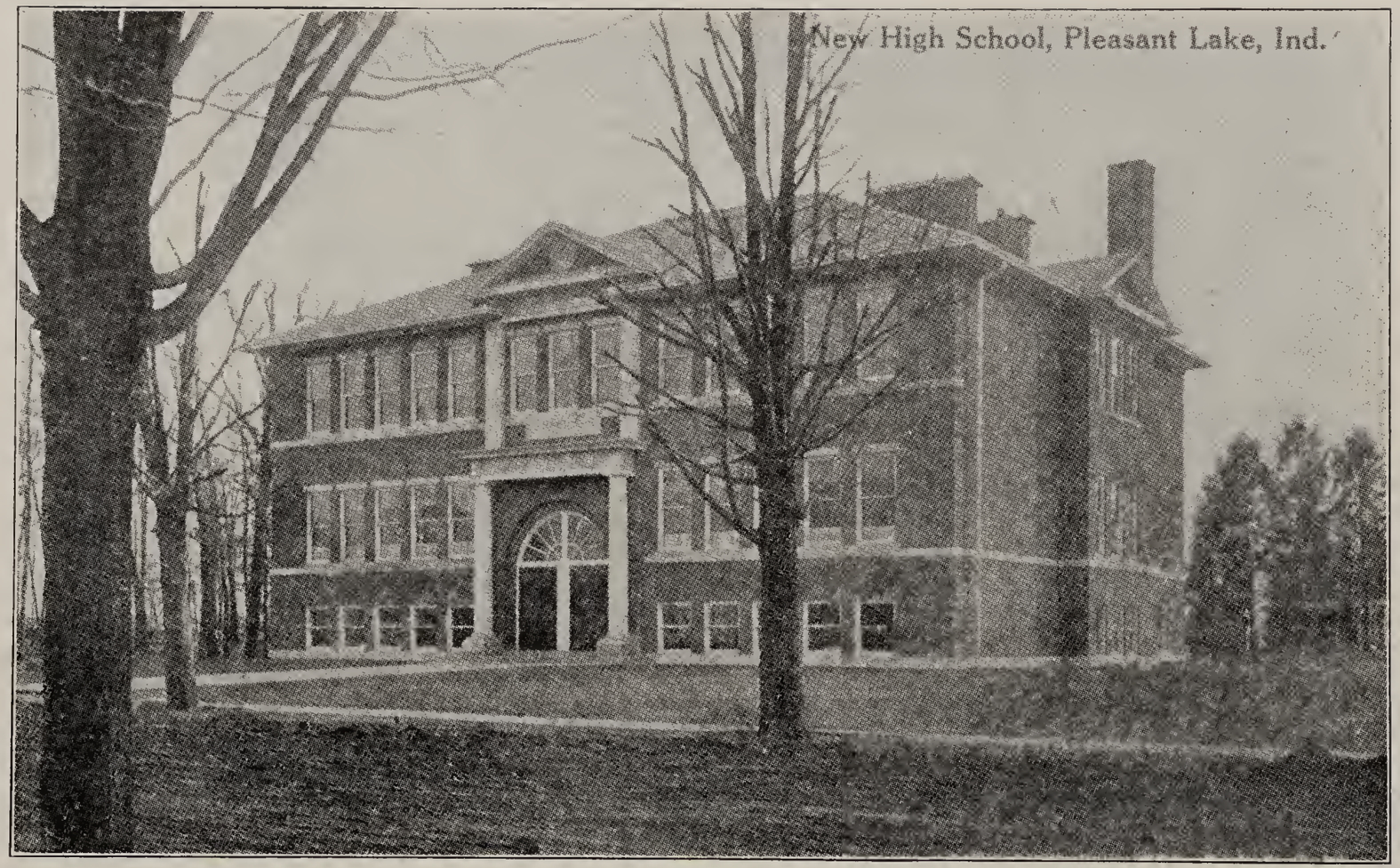


Osceola School, Penn Township, St. Joseph County.

until after the law providing for a county superintendent became effective. Ungraded, one-room schools with no organized course of study were the only provisions that had been made in 1873. In that year Andrew J. Foster was appointed County Superintendent and served two years. The succeeding county superintendents and their term of service are as follows: David A. Ewing, 1875-76; Frank A. Norton, 1876-77; Calvin Moon, 1877-91; John H. Bair, 1891-97; William Clem, 1897 to 1909 when he resigned and the present incumbent was appointed to fill the unexpired term.

In 1878, under Calvin Moon, the organization of the district schools under the graded system was undertaken. Uniform text books were adopted by the County Board of Education for use in the schools and a Course of Study was prepared. This marks the first great step in increasing the efficiency of the district schools. This was followed by improvement in buildings, better preparation on the part of teachers and the enrichment of the Course of Study.

The advantages of the consolidated school over the best one-room schools have long been apparent to many of the people of the county. Others have felt that the condition of many of the roads was such as to be a barrier to successful transportation to a consolidated school. A campaign of education, in which are being shown the greater possiblities for service by the consolidated school and the means by which the difficulties that may arise can be overcome, was inaugurated about four years ago. A new building, the second as a result of this move, is being completed for the opening of schools in September. The pupils from four districts will attend the new central school, and the four one-room buildings will be abandoned. Satisfactory transportation will be provided so that the greater service of this new school will be as evident as was that of the first one established. With the movement thus under way, we hope and believe that all the people of St. Joseph County will soon be convinced of the need for this improvement in the school system.



Pleasant Lake High School, Steuben County

HISTORY OF THE SCHOOLS OF STEUBEN COUNTY.

By H. Lyle Shank, County Superintendent.

As soon as Steuben County was settled sufficiently in any part to enable any neighborhood to open a school, a school house of some kind was provided and the services of a teacher secured. The first school houses in the county were of logs, extremely rude buildings with puncheon floors, fireplaces and great stone and stick chimneys, and it was not the least of the teachers duties at that time to keep a fire that would enable the students to work in comfort. The first school house erected in the county was built about 1835 by two pioneers, John Staynor and Adolphus Town, and was constructed of tamarack logs. It was located in the west part of the county on the north side of what is now known as Jackson Prairie, and the first teacher was a lady by the name of Hannah Davis, a distant relative of the present County Superintendent of Schools.

For many years the progress of education in the county was slow, although effort was made to provide schooling for every child from the first. Sometimes school was held in a room in a private dwelling, but wherever held there was little equipment, and that of the rudest and most primitive kind. The qualifications and pay of the teachers were both generally poor. To read, write and figure to the rule of three was about all that was required in the way of education, and when the teachers boarded round their pay was often not more than Five Dollars per month, such being the recorded pay of one teacher as late as 1858. But the teachers were often people of character and decision and taught thoroughly as far as they were capable. Spelling schools were from the first a distinctive feature of the educational life of that time and did much to keep up an interest in the schools. The length of a year's term of school in a community seldom exceeded three months, often was not more than two, but the pupils generally made up for this, by staying in school until they reached mature years.

The first effort to provide higher education was made by the people of Vermont Settlement, or Orland as it is now known. In 1848, they established what was called the North Eastern Indiana Literary Institute and hired a graduate of Ann Arbor University, Samuel Harper, as the first principal. Up to the outbreak of the Civil war this school was very well patronized and flourished beyond the expectations of its founders, giving

to the village of Orland a prestige in educational matters that it held for many years after the school declined. A very large proportion of the men and women who were prominent in the social and public affairs of the county in the three decades following the Civil war were educated in the Orland school. At the beginning of the war, however, nearly all the male students enlisted, and from that time the school declined and finally in 1878 it was merged into the public school system of the township. Where the old frame building of the North Eastern Literary Institute stood, there now stands a fine stone and brick building of the most modern design and equipment, and directed by a superintendent who is also a graduate of a Michigan College.

Shortly after the Civil War there was erected a two-story building near the center of Richland Township in which was maintained a private school or "Academy" for several years. It was considered the educational center for the eastern part of the county. There is nothing except a district school there now.

At the present time Steuben County has six Commissioned schools, one Certified, and three non-Commissioned high schools. There are sixty-three district schools that are still holding school besides as many more that are hauled to the township graded schools.

Steuben County is proud of its Tri-State College which brings young people here from over the country to receive an education and prepare for life.

In 1915, two new school houses were built in the County, one at Pleasant Lake and one at Metz, the total cost of which was over $45,000.00

It is the aim of the school authorities to give every boy and girl a high school education, and prepare him or her for good citizenship.

SULLIVAN COUNTY.

By Richard Park, County Superintendent.

Sullivan County looks back to the very beginning of the nineteenth century for its first inhabitants. The pioneers came and located at Carlisle. Along with them was the Hoosier Schoolmaster. The rude log schoolhouse was erected to be followed by the little red schoolhouse and it in turn to be largely replaced by the modern consolidated building. Until now Sullivan County has one hundred fifteen buildings; ninety single rooms; twelve modern high schools; and thirteen graded schools. All the property is valued at over $500,000. Forty-one wagons are required to transport the pupils to the schools.

The first rude structures are all gone. It is impossible to give much information about the first teachers. Their names are only to be found in the archives of a dead memory.

Sullivan County received eight hundred sixty-four volumes under the township library act of 1852. Four McClure libraries were also established.

The records show that the following persons have served as county superintendents; G. W. Register, 1873-75; J. A. Marlow, 1875-91; C. W. Wellman, 1891-95; and Richard Park, 1895, to date.

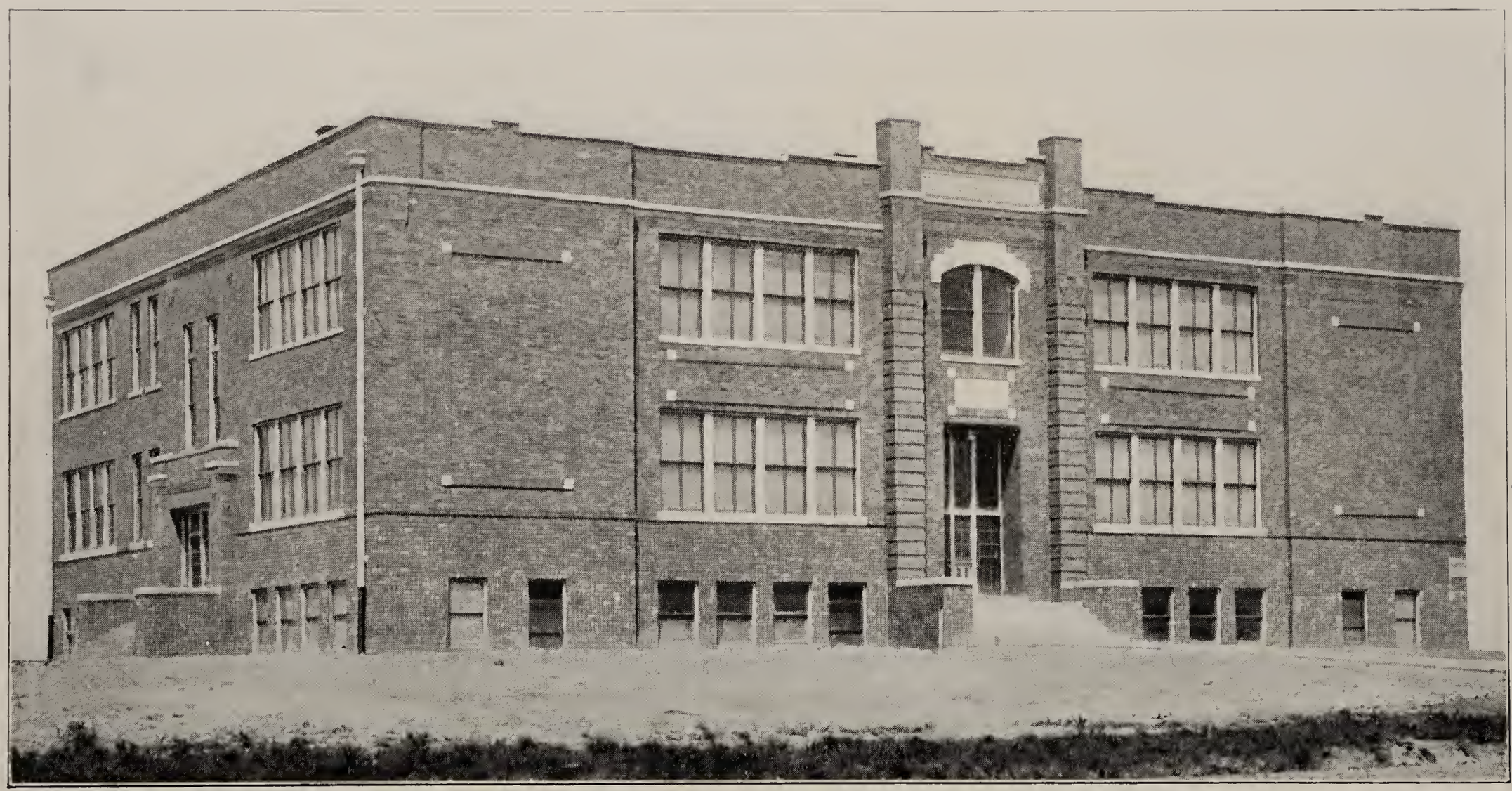
The county has fourteen school corporations; nine townships; four towns and one city.

Cass township has seventeen district schools and one non-certified high school. Twenty-three teachers are required.

Curry township has ten teachers each doing work in a well equipped district school. Each house has at least one acre of ground with wells and good outbuildings.

Fairbanks Township has gathered all of her schools with the exception of two into one large consolidated building, costing together with four acres of ground about $22,000.00. It is beautifully located and requires eight teachers and five wagons to take care of the pupils. The school is certified and has a special teacher of music and drawing.

Gill Township has two centers. One is located at Merom on the grand bluffs of the Wabash river. Beautiful scenery is one of its striking characteristics. A four-room graded school with two wagons are required by the pupils. Eighth year graduates are transferred to the preparatory department of Union Christian College for their high school training. New Lebanon is the other center. Eleven teachers are required in the grades and certified



Turman Township School, Graysville Sullivan County.

high school. It has had a great growth and is an example of the true value of a school as a community center. Much activity is shown by the citizens in the general welfare of the school. A fine orchestra is one of the features of the school. Ten wagons are required to transport the pupils. A $20,000.00 addition is being constructed this year. When this is completed the school will be an excellent example of the modern consolidated school. The township also has five district schools.

Haddon Township requires eighteen teachers in her nine districts and one consolidated school at Paxton. Two years of high school are offered. The building is large. Five wagons bring the country pupils to school. Music, domestic science and agriculture are offered.

Haddon Township is also very largely interested in a joint high school at Carlisle. This house is modern in every respect. It is built on the community idea and cost about $45,000. Courses are offered in agriculture and domestic science. Four wagons bring country pupils to this school.

Hamilton Township has fifteen district schools. Several of these are built on the latest and best plans. All of the houses are well equipped in every way. Each has at least one acre of ground. Hamilton Township supplies annually more than twenty pupils for the Sullivan high school.

Jackson Township requires twenty-nine teachers for the commissioned high school at Hymera and the twelve district schools. Hymera high school cost $25,000, and has six acres of ground. It is well located and is modern and well equipped. Manual training, domestic science and agriculture are offered.

Jefferson Township has a commissioned high school at Pleasantville. Eleven district and five grade and high school teachers are required. A new and modern building is being erected. It together with the five acres of ground will cost $25,000.

Norman Township has a most modern certified high school at Graysville. The house is built on the community centre idea. It together with six acres of ground cost about $35,000. This community has an organization known as "The Better Farming Club" which has attracted the attention of community workers in other parts of this county. Nine wagons are required to transport the pupils. In addition the township has seven district schools.

The town of Carlisle is one of the oldest in the state. It is laid out according to the old French survey. In the grades and

Haddon Township joint high school, sixteen teachers are required. The town is much interested in using the school house for all public purposes. Special teachers in domestic science and agriculture were furnished by Purdue University, this year.

Dugger is largely a mining town. Eleven teachers are required in the grades and certified high school.

Farmersburg has been known from its earliest history as a town much given to education. The commissioned high school and grades require eleven teachers. All the common school graduates in the north half of Curry Township attend this high school.

Shelburn has a large school population. Only grade work is done and ten teachers are required. A high school is much needed.

Sullivan saw her first schools in the early seminary days. She has kept pace with the educational strides of the state and now has four large well equipped buildings. A very large elective list of subjects is offered in the high school. It has one of the largest high schools in the state for a city of its size. Thirty-two teachers are required to administer, supervise and teach this school.

HISTORY OF EDUCATION IN VEVAY

By Julia Le Clerc Knox.

Vevay, Switzerland County, as the name indicates, was laid out and named by the Swiss and is known in early Indiana history as the "Swiss Colony."

The Dufour family, who came from the District of Vevay, Canton of Leman (afterwards de Vand) in Switzerland settled on the present site of the town although it was not laid out until 1813. This family purchased four sections of land from Congress at two dollars per acre on twelve years' credit at six per cent. and called the place at, first, "New Switzerland". Many decendants of these Dufours and other Swiss families who came with them, still reside in the community and together with the Scotch who came soon after, represent the pioneer element of the place.

These people were, for the most part, college men who had been accustomed to all of the necessities and many of the luxuries of a country whose civilization dates back to the time of the Caesars, and they knew nothing of the use of the axe as the pioneer knows it, but they rose nobly to their occasions and soon churches and schools were established.

During the first decade what educational work was done was the private venture of pioneer schoolmasters, occupying some room or primative building in town or deserted log cabin in the country. As early as 1810 one Lucien Gex had a school in a log cabin on the present site of the Scott farm on the outskirts of town. He taught French only. About 1814, Rev. Wilson, a Baptist preacher, instructed in Reading, Writing and Spelling only. His schoolhouse had formerly been used for a horsemill.

In 1816, the first school in which were taught Latin, Greek and "the higher branches of English literature" (whatever that meant) was opened. It was conducted for two or three years by an Alexander Holton, who in early newspaper files is spoken of as an accomplished scholar whose school was well patronized considering the small number of pupils to be had at that time. He gave public notice of his school in the Indiana Register of Nov. 1817 as follows: Notice:—The subscriber has opened a school in the town of Vevay, State of Indiana, which he calculates personally to superintend. The branches of literature he will teach and the terms of tuition per quarter are as follows, to-wit:—Reading and Writing, $3.50; Reading, $3.00; Mathematics in its various branches; Geography and English Grammar, $4.00; Greek

Vevay School Buildings, Switzerland County.

and Latin languages. $5.00 He flatters himself that from the long habit of teaching the above branches of literature, particularly the languages and mathematics, that he shall be enabled to give satisfaction to all persons who shall favor him with their patronage, Alex Holton."

A little later, Jas. Brown taught in a log cabin on the present site of W. O. Protsman's handsome residence. Like Goldsmith's famous teacher—"A man severe, he was and stern to view" but his pupils made rapid advance.

Sometime, about 1823, Isaac B. Kinsman, a down-easter from the banks of the Kennebec, came to Vevay and taught. He also is said to have been a "good scholar and capable of of instructing in Latin, Greek and Hebrew". It seems he had a habit of indulging too freely in intoxicating liquors but it is added by way of commendation that he "gave general satisfaction for he never kept his school open while intoxicated". He abandoned teaching in 1825 to go into the down river trade.

The churches aimed to supplement the schools. The preachers were often school teachers too and eked their living thus. These pioneer women were frequently more gifted than their lords but according to the ideas of the times, formed only suitable background for them.

Among the most notable of these worthy pairs, perhaps was the Rev. Hiram Wasson and wife of the Presbyterian Church. For thirteen years they labored in Vevay and were greatly beloved. Rev. Wasson was the original of "Rev. Whittaker" in Eggleston's "Roxy."

Rev. F. D. Bland, of the Baptist Church and his even more worthy wife were co-workers in the educational field and there are many of their pupils still living who attest to their ability.

But among all these, Mrs. Julia L. Dumont towers preeminent. Her reputation in pioneer pedagogy is almost national. She began to teach about 1820 and continued in the work for many years. We, who today, can trace our lineage to her pupils, are very proud of the fact. She was certainly a remarkable woman; the mother of twelve children she carried on her household work in connection with her school duties. She rocked the cradle, knit and taught school all at once and was an authoress of considerable note for the time. She realized that a teacher's field was broader than simply "lickin' and larnen'," and her moral influence was very great.

Edward Eggleston was one of her pupils and always remembered her with affection and respect.

Mrs. Dumont's daughter, Julia Dumont Reid, and her husband, a Presbyterian minister, also taught but their fame was dimmed by the lustre of Mrs. Dumont.

It is a matter of pride with us that the methods of Pestalozzi, the Swiss educator, were employed by many of these early teachers.

Succeeding the few subscription schools, which marked the first epoch, district schools supported by public revenues, supplemented by contributions of material and labor, levied as a tax upon citizens, were established. When Vevay was laid out, in 1813, eight lots were reserved and donated to the so-called "Seminary fund". Some time later a log house was built on one of them, and maintained for a while. A tax of twenty-five cents on the one hundred dollars was levied to do this. The cost of building and furnishing was five hundred and thirty-seven dollars and fifty cents.

After the introduction of the later public school system, these lots were, by the common consent of the donor, John Francis Dufour, the trustees and citizens, disposed of and the proceeds merged into the common school fund and used in building the older of the present school buildings.

One of the hills back of the town takes its name from a Seminary established there, no one seems to know just when nor why for it certainly was "Climbing Parnassus" to get there in sleet and snow. A few chimney bricks and a "few torn shrubs the place disclose."

The old school house spoken of in "Hoosier School Boy", is still standing in the lower part of town, but it has degenerated into a tenement.

Eggleston's "Hoosier School Master" no doubt gives a very true picture of conditions at the time represented.

The high school was organized in 1863 and the first class graduated in 1867. There were only three graduates of which only one, Mrs J. H. Shadday, now survives. There are 619 alumni, 71 of whom are now dead. All of these have cast more or less credit on their Alma Mater.

Mrs. Emma Mont McRae was a teacher in the schools at the time H. S. McRae, the man she afterwards married was superintendent.

The Vevay schools have attained a high degree of efficiency under the present superintendent R. N. Tirey.

The course of study has been improved, the Domestic Science and Manual Training departments are very strong. Physical Training both for boys and girls in High School and grades is provided for. Purdue has established an agricultural station here with a teacher in charge through the entire year.

The corps of teachers has been increased and the attendance has grown with the growth of the system, the entire county being drawn upon. An auditorium that will seat five hundred has been built. This also serves as a gymnasium. Shower baths have been installed by the boys as a part of their manual training. A library has been organized and named in honor of E. V. Hawkins of Connersville who donated the entire furnishings. Bubbling fountains and playground apparatus have been installed. Upon the whole, Vevay has every reason to be proud of her schools.

Any attempt at an educational history of Vevay without mention of the part played by the newspapers and literary clubs would be altogether incomplete. At the very first settlement of Vevay, a literary society was formed and library collected by purchase and donation. These books were much used by the citizens until 1829 or 1830 when they seem to have been scattered. In old newspaper files there is an account of the meeting of this society in 1818 in the office of Samuel Merrill afterwards President of the State Bank of Indiana.

Vevay now has two literary and social women clubs, the Julia L. Dumont and Eggleston Clubs, the former organized in 1886 by Mrs E. E. Barker, the latter in 1891 by Mrs. W. W. Fry. Both have state and national federations and are prominent factors in all intellectual and social progress. The Parent-Teachers Association is also a strong organization along educational lines. It was formed by Sup't. Tirey about five years ago.

The first newspaper, the Indiana Register, was established in 1816, by John. Francis Dufour and others. Since then the publication of at least one weekly newspaper has been a permanent thing. There now three weekly sheets.

HISTORY OF SWITZERLAND COUNTY SCHOOLS.

By OLIVER M. GIVEN, County Superintendent.

Moorefield and Patriot are the other two graded schools in the county. They are certified schools and while they have not the financial support that is given to Vevay they are doing good work, and their graduates stand creditably with those of the commissioned school of Vevay.

In the rural schools, there is noted a gradual improvement from early days.

This improvement has not been so rapid, but has been constantly on the upward move. The length of term has been increased, due to state laws, from three and a half and four months to six and seven months. The greatest improvement in recent years has been due to a more careful selection of teachers. In former years, teachers were selected more through favoritism with little regard to ability, but at present, while some such methods are still pursued, teachers are as a rule selected more from their fitness and ability and preparation with the result that Switzerland county will compare favorably with the majority of counties in the southern part of the state.

What the rural schools most need is consolidation. This would give them better service, longer terms and finally a high school in each township. The township high school would enable the trustees to use their funds in their own corporation as well as saving the patrons the expense of board for their children. Transfers of the six townships to the three graded schools in the county for 1915, were $3,318.14, for 1916, $2,904.31. However, the taxpayers and school patrons in general do not take favorably to consolidation fearing that it would add extra expense which might become burdensome to them. Each year sees a larger number of the rural pupils entering the high schools. This in itself is an added argument to consolidation. Of course the township must comply with the state laws in establishing high schools. A certain standard must be reached as no make-shifts will be tolerated. I am confident that in time these results will be reached.

A REVIEW OF THE SCHOOLS OF TIPPECANOE COUNTY DURING THE FIRST HUNDRED YEARS OF INDIANA.

By BRAINARD HOOKER, County Superintendent.

The schools of Tippecanoe County are not a hundred years old, for the first school was established in 1824. During this period of 92 years elementary education has passed through the short lived subscription school, the district school, and is now working out the possibilities wrapped up in the consolidated township school. Secondary education has passed through the County Seminary, the private academies, and is now making itself felt through the public high school. Almost 50 years elasped after the organization of the Davis Ferry school in 1824, before Purdue University was organized. Of course the University provided higher education for the county, though the academies in a measure had done this.

The period from 1824 to 1837 may be called the period of the subscription school. The teacher, usually self-appointed, had no more training than was given in the kind of school he was to teach. He taught only the three fundamental subjects, and was paid by boarding and lodging at the home of his patrons. These schools were located in the more densely settled communities, and so were neighborhood schools.

The district school, though it has passed through many changes in its administrative side as well as in other ways had been long lived, and its traditions are cherished by the people to that degree which at times precludes the possibility of better schools being established. This school was legalized in 1837 and is in operation today though its decline began in this county in 1898. Teachers were examined by the trustees. At first the subjects began with the three R's and have been increased until there are now thirteen subjects taught. The districts may have had definite boundaries at one time but today no definite boundaries are known. This school was maintained at public expense. for as early as 1848 a tax was levied on the district for school purposes.

But the days of the district system are numbered for Tippecanoe as well as for many other counties of the State. Coincident with the closing of the district schools is the rise of the two-room consolidated school. As the districts declined in numbers the central schools grew in size until the limit was reached with the consolidation of all the schools of the township at one central

Montmorenci School, Tippecanoe County.

point. Today but 32 districts are in operation, one-half of which are in Wabash and Fairfield Townships. There are six two room schools and two others under construction.

These latter are an advance from the district but not the highest in efficiency. The county has thirteen large central buildings located in eleven townships caring for all the grade children who were formerly provided for in about 150 separate schools. This then is the township school—the consolidated school—the centralized school.

The only effort to establish a school supported by the county as such was expended on the county seminary, the first school for secondary education in the county. The building, now St. Ignatius Academy, was erected in 1842 and was sold in 1855. The influence of the Seminary could not have been very satisfactory. The absence of good roads, and means of rapid transportation doubtless were responsible for the failure of this school to secure a large patronage.

The rise of the private academies may have been responsible for the early decline of the seminary. In 1851, Farmers' Institute and the Dayton Academy were established. In 1856, Sugar Grove and Battle Ground academies began their work. In 1860, Stockwell Institute was founded. These schools were well distributed over the county and were long lived, the last of them closing their doors as late as the 80's.

The academies did much valuable work in the field of secondary education, and even filled the needs of higher education in a fair degree. The culture of the older residents of the county attests this fact. Probably, the dual effort of these schools to provide secondary and higher education, is one cause of their decline. But greater causes were the appearance of DePauw University and Purdue University on the one hand, to care for higher education, and on the other hand the public high school.

The high school had its humble beginnings in the district schools where the better educated teachers started a class in Algebra, or Latin, or Physics, in those days called Natural Philosophy. Then some trustee more visionary than his fellows erected a two-room house, gave the ambitious teacher the four higher grades and one or two years of high school work to teach. Here he did much work and out of this primitive start has grown up a complete system of high schools standardized by the State Board of Education.

These schools are in the same house with the centralized grade

schools in the township, so that the township school system is now under one roof, one principal and one trustee. The entire scheme of education for the township is organized well, and unified as well as continuous from the first year to and including the twelfth year. Each corporation in the county educates every child who will take an education for twelve years.

Under the township system of centralized schools, the reorganization of the twelve years work is easily possible; hence for the year 1915-16 the "six and six plan" of education was in operation for the first time in these schools and in West Lafayette. The new plan has been very gratifying and will be continued.

From the foregoing facts it is apparent that the evolution of the school system has been from the humble beginning of the neighborhood subscription school, through the district common school supported by a district tax, to the township school supported by township tax.

It is possible under present conditions as to roads and means of transportation to maintain a county high school which should offer a more flexible course of study to satisfy a greater variety of ability and more nearly fit the young people for the varied activities of life.

HISTORY OF EDUCATION IN TIPTON COUNTY.

By L. D. Summers, County Superintendent.

Wherever the American settlers went, they carried with them the ruling idea that their first duty was to build themselves homes, and the next to build school houses for the education of their children.

The first school to be established in Tipton County was at West Kinderhook and was due in a great measure to the efforts of Dr. Silas Blount. The following quotation is from a paper prepared by Prof. B. M. Blount a son of the former.

"In the autumn of 1842, having donated a lot for the purpose, Dr. Silas Blount, with a few of his enterprising neighbors, erected upon it a hewed-log school house. This so far as known to the writer was the beginning of educational efforts in what now composes Tipton County. In this house schools were taught at intervals as teachers could be found who would teach for such compensation as the poor pioneers were able to give them from their scant earnings. As a specimen of the meager compensation of those times I may state that David Lilly taught a school for eight dollars per month, this amount increased, of course, to some extent by boarding around."

Up to 1852, there had been erected in different settled sections of the county, seven other log school houses, with light admitted through a window cut in the side of the building with an old fashioned fireplace to supply the necessary heat and with seats made of slabs capable of accommodating a dozen urchins, and frequently so high that the toes of the pupils seated thereon would miss the floor by several inches. In these rude structures, schools were held for three months in the year, and the teachers paid by private subscriptions.

After the adoption of our present school system in 1853, public schools for which teachers were employed at $30 per month commenced to make their appearance for three months in the year. However, with the multiplying population, public schools gradually increased, until 1883, the maximum number of buildings, eighty-four had been erected. After the state legislature had provided a head for the school systems of the different counties by creating the office of county superintendent, much of the credit for the advancement of the schools belongs to the men who have filled this position, in connection with the trustees who have faithfully worked with them.

District No. 4, Madison Township, Tipton County. Built in 1875.

Tipton High School, Tipton County.

In Tipton County the first man to be elected to the office of county superintendent was J. M. Clark, who was succeeded in 1875, by Prof. B. M. Blount, heretofore mentioned in this article. To these two men, too much credit can not be given for the excellent foundation laid, upon which to construct our present system of schools.

In 1879, Mr. Blount was succeeded by George C. Wood, a young man who had recently graduated from the National Normal University, Lebanon, Ohio, and who had been a teacher in the schools of the county. Coming to the office with new ideas gained in school, he at once set to work to enlarge the course of study by the introduction of new subject matter that had not theretofore been included in the curriculum. He advocated and secured better wages for teachers, he was instrumental in securing better buildings, and demanded of his teachers better and more efficient work.

In turn came to the office, after Mr. Wood, Frank B. Crockett and J. E. Fish, each of whom contributed to the betterment of the schools, through their constant efforts for better buildings and equipment, and also by beginning the system of gradation in the rural schools.

In 1889, J. R. Bowlin, for several years an influential teacher in the schools of the county was elected to the office, and during his term, he succeeded in bringing the schools to a higher standard of gradation; he was influential in raising the standard of the teachers and has to his credit the honor of granting diplomas to the first class, thirteen in number, that graduated from the common schools.

Mr. Bowlin was succeeded in 1893, by A. H. Pence who continued the work of his predecessor of inspiring pupils in the eighth grade to graduate. It was during his administration that the first township graduating exercises of the eighth grade were held.

Beginning with 1899, one of the problems, the present official, and the trustees who have labored with him, have had to meet and attempt to solve, has been the constantly decreasing school population in the rural districts. In some parts of the county, this problem has been solved by the establishment of consolidated schools to which the pupils in the small abandoned districts are transported at public expense. An attempt has been made to bring within the reach of every boy and girl in the rural communities a high school education equal to that of his more favored

city cousin, and as a result of this attempt, the county now has five commissioned high schools instead of one in 1899.

A better idea perhaps of the progress of the schools of the county may be had by means of comparison.

In 1853, there were eight log school houses in the county. In 1860, there were forty-seven, and the maximum number, eighty-four was reached in 1883, there being seventy-six brick and eight frame buildings. In 1916, only fifty-six buildings were in use.

In 1878, there were 5,180 children of school age in the county; 6,225 in 1889, and in 1916, only 4,831.

In 1860, fifty teachers found employment in the schools; in 1878, eighty-six, and in 1916, one hundred eighteen were employed.

In 1893, thirteen pupils were graduated from the common schools; one hundred sixty-two in 1899, and two hundred forty-nine in 1916.

The first high school established in the county was in 1875, at Tipton. The first class to graduate from this school was in 1878, and the number of graduates was seven. In 1916, there were fifty-one from the same school.

In 1899, Tipton was the only commissioned high school in the county, but in 1916 there are five located at Tipton, Kempton, Goldsmith, Sharpsville and Windfall.

In 1899, there were enrolled in high school, 88 pupils; in 1916, the total enrollment of the five schools is 497. In 1899, eleven pupils graduated from the high school; in 1916 there were 91 graduates from the five high schools.

In this the centennial year of our state three modern district buildings are being erected; two in Prairie Township and one in Liberty Township. An addition of two rooms with basement is being added to the Sharpsville school. At Windfall, a modern fire-proof, twelve room, consolidated building, with gymnasium, is under construction.

An education is prized in proportion to the difficulties that have to be overcome in securing it and the fathers and grandfathers of the present generation, who trudged through swamps and woods to the rude houses of learning fully understand this truth. The youths of the year of grace, 1916, with the modern school houses, with the comfortable seats, its maps, charts, black-boards and libraries can only appreciate the advantages they enjoy by contrast with the past. The hardships, the toil and self-denial of

that early time, made the ease and comfort of today possible, and a knowledge of these things ought to be sufficient in itself to awaken the energies of the boys and girls who are reaping a harvest grown from seeds planted in the midst of gigantic obstacles, and in the face of ever-present danger.

District No. 4, Liberty Township, Union County. Erected in 1854.

Brownsville Schoolhouse, Union County.

UNION COUNTY SCHOOLS.

By CHAS. C. ABERNATHY, County Superintendent.

Union County was first settled in 1804, and before 1810, records show that two terms of school had been taught. Like other counties, subscription schools were the only kind known to the pioneers of Union County.

The evolution of the school houses has been gradual; first was the round log house with its puncheon floor, door and seats, the latter without backs; its apparatus for heating a huge fire-place in one end of the room and the only means of light were greased papers for window panes. Next came the hewed log-house, then the neat frame and last the substantial brick with every modern convenience. At present there are six frame and twenty-three brick school houses that are not abandoned and five abandoned brick houses in the county. With one or two exceptions these buildings are in excellent condition. There are twenty-six township schools. Of these, twenty are one-room schools, three have two rooms and three, three rooms. Liberty has a building for the grades and one for high school. College Corner is a union school of Indiana and Ohio, and is situated on the state line.

Six stoves are used for heating purpose in the schools of the county. Two have steam heat, three furnaces with fans, three furnaces and others, heaters. School grounds are in an excellent condition and contain from one to three acres. Many are equipped with apparatus for play.

Fifty-two regular teachers are employed. The qualification of these teachers is high; many of them are graduates of colleges, universities and normal schools. According to the last bi-ennial report, Clinton and Union Counties paid the highest average daily wage to teachers in the state. Supervisors of drawing are employed in two townships and supervisors of music in three townships. We have a university graduate to look after agriculture and domestic science clubs during vacation period. He aims to visit each club member once in ten days. We have an organization known as the Union County School Union, which aids in promoting spelling contests, literary societies and athletics. This organization has charge of the Play Festival and Field Day which takes place the last of April each year. Parent-Teachers Clubs are organized in a number of schools. These clubs meet once a month and have excellent programs and often serve refreshments. One of these clubs was instrumental in having an

addition built to its schoolhouse for industrial arts and domestic science. Manual training is taught in several schools.

Early provisions were made for higher education. In 1828, Union County had one of the five seminaries in the state of Indiana. It was known as the Union County Seminary and was situated in Liberty. Samuel Bigger, afterward governor of Indiana, was one of the early teachers in this seminary. In 1833, the Western Union Seminary, a Universalist institution, was established at Philomath and prospered for a number of years. In 1840, Beech Grove Academy, situated one and one-half miles south of Liberty, was established by William Haughton. This rural academy was patronized by students from Liberty, Connersville, Brookville, Richmond, Hamilton and Cincinnati. General Ambrose E. Burnside attended this school. This school was united with the Union County Seminary when Mr. Haughton became principal of the latter. In 1850, the Whitewater Presbyterian Academy was established at Dunlapsville. A beautiful seven-room building was erected and schools of high rank were held here for a number of years. The building is now used for a township high school. Academies were held in Liberty until the organization of the high school.

At present there are eight high schools in the county, thus providing a full four years' high school course for every boy and girl in the county. Within a radius of fourteen miles of the county seat are situated Earlham College, Miami University, Miami Normal College, Oxford College for Women, Western Female College and Richmond Business College. With the early seminaries and academies and the easy access to these institutions, such a sentiment for higher education has been fostered that a very large percent of our young people complete full college courses.

The records show that the county superintendent's office was established in August, 1873. W. K. H. Smith served from 1873-1875; L. M. Crist from 1875-1881; John W. Short, the month of July, 1881; C. W. Osborne from 1881 to 1907; E. P. Wilson from 1907 to 1911 and C. C. Abernathy from 1911 to the present time. The first teachers' examination under the county superintendent was held August, 1873, and thirty applicants were licensed. The highest grade was a general average of 90 and the lowest 63. The enumeration for school children shows there were 2,359 in 1873; 2,570 in 1875 and 1,409 in 1916.

A BRIEF HISTORY OF THE SCHOOLS OF VANDERBURGH COUNTY.

By FLOYD RAGLAND, County Superintendent.

The past century has witnessed a wonderful change and growth in the educational institutions of Vanderburgh County. In the year 1819, the first school was opened in Perry Township, on the present site of the County Orphan Asylum. The house was built of unhewn logs, and had a dirt floor. The cracks in the walls were not chinked. It was taught by Thos. Trueman, a man well advanced in years, having been a sailor in the Revolutionary War. At this time, there being no school in the town of Evansville, the boys from town went to Trueman's school which was then about two miles in the country. Trueman was a rude, eccentric man who lived alone, and gained a sustenance by hunting and trapping. He taught in different parts of the county for about fifteen years.

In Armstrong Township, the first school was taught by Andrew Erskine, in 1826. It, too, was built of round logs, with puncheon floor and clapboard roof. One log was cut out and greased paper put in to admit light. In each end was a large stick and mud fireplace; one for the boys and one for the girls.

These early schools were, of course, private and the products of the farm were legal tender for tuition. At the expiration of a three month's term, the teacher would collect the tuition in wheat, corn, pork or furs and take a wagon load to the nearest market and exchange it for such articles as he needed. Very little tuition was paid in cash.

Center Township has the honor of having the first free school in the county. In a little brick house near Locust Hill Cemetery, J. Kilblock opened a free school for the benefit of any children who wished to attend, and kept his school open three or four months in the year, until the public school system was established. Father Kilblock was a pious, philanthropic individual, and made his living chiefly as an itinerant clock tinker. Others of the early teachers of the township were Wm. Morgan, Wm. Grimes and Thos. Trueman.

The first school in German Township was taught by Wm. Lacy in 1832. Some of the pioneer teachers were Grimes, Elliott, Adrain Young, Jas. Patten, Sam'l Grant, Amanda Foster and Jos. Shaw. This township, like most of the others, has replaced its log school with the three months' term, by substantial brick

First Schoolhouse in Vanderburgh County. Erected by settlers of Perry Township in 1819.

Stanley Hall School, Evansville, Vanderburgh County.

structures, some containing four rooms, with a term of eight months.

In Knight Township, the first school, as well as can be determined, was opened in 1832, near the Southern Indiana Hospital for Insane. The teacher's name was J. Combs. About the year 1835, a well educated eastern teacher whose name could not be ascertained, introduced into the Terry School a blackboard, which was considered by the patrons as a device to enable the teachers to escape labor, and their indignation was aroused to a degree of bitterness. One morning when the teacher, accompanied by some pupils opened the clapboard door, there was found written in a bold hand, the following:

"Any man of common sense
Would throw the blackboard over the fence."

At the end of the term that teacher and the blackboard had to go.

Pigeon Township, the smallest in the county, is almost entirely taken up by the city of Evansville. The few schools that once surrounded the city have been taken into its corporate limits, with one exception.

The first school in Scott Township was taught by Daniel B. Craddock in 1835.

In Union Township, the first school was taught in 1830 by Wm. Hazelwood. The south part of this township, better known as Congressional Township 8, is the fortunate possessor of 300 acres of unsold school land.

In 1873, the office of school examiner was abolished and that of county school superintendent created and Mr. Robt. P. Hooker appointed to fill the newly created office. His successors were: F. P. Conn, Ernest D. McAvoy, J. W. Davidson, A. J. Angermeir, J. F. Ensle and Floyd C. Ragland, the present incumbent.

The end of the century finds the schools of the county far on the upward road of progress. With the other institutions of the county the schools have kept pace. Buildings, one after another, have been torn away and replaced for more modern ones, until now every school in the county is comfortably housed in a modern well-equiped school building.

Much attention has been given to school room equipment. Most of the schools are well supplied with every device that has been found helpful to the pupil.

The teaching force, by their interest and loyalty to the schools, the Parent Teacher Association with its 800 enthusiastic members

all workers in the cause of child welfare, the Township Trustees with their readiness to aid the cause of education, are responsible for the present powerful institution for good, that Vanderburgh County has in her schools.

EDUCATIONAL HISTORY OF VERMILLION COUNTY.

By R. H. VALENTINE, County Superintendent.

Liberal provision was made by the general government for popular education in all of the northwestern states. Before any of these states had been formed, while the general territory in which they were embraced was a wilderness, inhabited almost exclusively by savages. Congress, on the 20th of May, 1785, passed an ordinance reserving every sixteenth section of land in the whole territory northwest of the Ohio river for the maintenance of the public schools. Two years later, in the famous ordinance of 1787, it was declared that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools, and the means of education, shall be forever encouraged."

In Vermillion county, the spirit of these acts was early caught and applied in the form of log school houses and log churches. All traces of the first forms of these have long since passed away. The last log school house was destroyed and replaced with a modern building nearly forty-five years ago. Vermillion County has always taken much care to provide the best schools possible, both public and private. In spite of their efforts along that line the schools were not always efficient. One might conclude that some inefficiency existed from a report of 1874, the first year after the office of county superintendent of schools was created, in which report we find that 418 children who had attended school during previous years could not read. Such conditions rapidly vanished with the new regime of school administration.

At various times Vermillion County has had private schools of different kinds within its borders. Academies, some private and others recognized or created by the State Legislature, were established at Perrysville, the old building of which is still standing, at Eugene, perhaps the oldest town in the county, near Dana, known as the Little Academy; the city and township of Clinton can boast of two private schools, one known as the M. G. Towsley Military Institute, the other as the Farmers' College. Newport boasts of the County Seminary. This Seminary was conducted for many years in the public school building. The old building has since burned.

Vermillion County has made some phenomenal growths in the past ten years. These developments have been along several lines. I shall make mention of only a few. Comparing with 1870, we find the following differences:

	1870	1915
School houses	58	62
Values of school property	$39,600	$374,850

The school enumeration for the past nine years will speak for itself in the matter of increase. It should be explained that this increase is due in a very large part to the coal mines of the county and that the mines are thus far confined to the southern part of the county. It is as follows:

	1870	1915
Enrollment of school children	3,664	6,099
Average attendance of school children	2,637	4,735
Number of teachers	61	173
Average daily wages paid teacherss	$2.26	$3.32
Average length of school term	3½–6 mos.	8½–9mos

SCHOOL ENUMERATION.

1909, 4,792; 1910, 4,863; 1911, 5,187; 1912, 5,728; 1913, 6,028; 1914, 6,606; 1915, 7,143; 1916, 7,535.

No history would be complete for the schools of Vermillion County without mentioning a few of the many men and women who have spent their time and energy that the schools of this county might stand for something. Space forbids my commenting upon any one of these characters, any one of whom is worthy of much credit and praise for the standing of the schools of Vermillion County:

Phila Cole, Jennie Milam, Geo. W. Dealand, E. E. Davis, E. E. Helt, A. J. Johnson, J. H. Tomlin, James Wilkinson, A. T. M. Hall, Belle Ford, D. Grace Rheuby, Lacey Morris, Hon. J. F. Compton, B. E. Rhodes, Dave Mead, Josiah Campbell, H. H. Conley, the Hinkle sisters and John R. Stahl.

The following is a list of the County Superintendents who have acted since the establishing of that office, in 1873: 1873, W. L. Little; 1877, Josiah Campbell; 1880, H. H. Conley; 1883, A. J. Johnson; 1887, Geo. W. Dealand; 1891, J. A. Wiltermood; 1895, John R. Stahl; 1897, E. E. Helt; 1907, J. B. Butler; 1914, R. H. Valentine.

VIGO COUNTY

James M. Propst, County Superintendent.

[No Report]

LaGro School, Wabash County.

HISTORY OF WABASH COUNTY EDUCATIONAL AFFAIRS.

By ROBERT K. DEVERICKS, County Superintendent.

The inhabitants of Wabash County were not strong enough, either in numbers or tax-paying capacity, to adopt and support a township system of public instruction until they were well into the 50's. Therefore, private or subscription schools were in vogue, and in the winter of 1836-37, the first school was taught. This year, when Wabash was less than three years old, Ira Burr opened school in a building previously used as a storehouse by William S. Edsall, situated on lot 26 of the original plat. In the spring and summer of 1837, Miss Sarah Blackman taught the second term in the same building. Emma Swift taught the third school two terms of three months each the following fall and winter. Mrs. Daniel Richardson, in 1838-39, taught in the Pat Duffy building, a log house probably David Burr's house on the Treaty Grounds. Dr. Lumaree followed Mrs. Richardson, teaching a fall and winter session of 1839-40, probably in the same building.

In the winter of 1839-40, School District No. 1, Township No. 27 North, Range 6 East, in Noble Township prepared to erect a public school building. The contract was awarded to Joseph Ray who completed a frame building on Lot 157, original plat, a little south and east of the old Wabash Freight Depot. Miss Mary Ross, daughter of William O. Ross, opened this first public school of the town and the county, probably in the summer of 1840.

It is believed that the first school outside of Wabash was opened in a cabin built by John Ferree, in Liberty Township, north of America. This school was taught by George W. Smith in 1836-37. The first school in Paw Paw Township was taught for a few weeks in 1836-37. The school house was a log house belonging to Jacob Bryan just south of Eel River. There were ten scholars, four from Bryan's family, five from Bechner's, and one from Ralston's.

The first school house in Chester Township was erected in 1841, on lot 51, in the town of North Manchester, though Miss Harriet Tullis and Mr. Thomas Keeler taught in the winter of 1838-39 in the township. Pleasant Township had its first school about 1839, taught by D. B. Allen in the old Jesse Moyer house. LaGro claims that Gen. John Tipton built a school house on the town site about 1839. Waltz Township was late in being settled,

as its lands were the last to be cleared of Indian titles. The first school was built on the north side of the Mississinewa, opposite Somerset, in 1846.

The acting examiners in Wabash County in 1853 were Josiah Bowles, who licensed twelve teachers during that year, and D. Whitinger, who had licensed eighteen. In his report to the state superintendent, Mr. Bowles pointed out the defects of the school system of the time. He stated the need of and demand for better school houses and proposed a plan for raising money to meet the great demands by empowering the township trustees to levy a tax for this purpose.

The list of examiners included such intelligent and worthy citizens as C. E. Hazen, William W. Beck, Charles S. Parish, Joseph Mackey, Warren G. Sayre and Alvah Taylor.

The first County Superintendent was Mr. Irvin F. Stratton. Following Mr. Stratton the county superintendents up to the present time are: Isaac Macey Good, George T. Herrick, Irvin F. Stratton, John W. Lewis and Robert K. Devricks.

The schools of the county have developed into the present system. There are now about 225 teachers, 12 Commissioned High Schools, 23 Consolidated Graded Schools and 30 one-room county schools. The schools have been consolidated from about 150 one-room buildings to the present condition and this has been accomplished in great part by petition of the patrons.

Almost $300,000 has been spent in the last eight years in new buildings and permanent improvements.

The schools of the county are especially strong in organization. All high schools are under the direct control of the County Superintendent, all credits are issued by him and their entire management is under his direction, assisted by the Board of Township Principals. These Township Principals have direct supervision over the country and graded schools. being employed by the Trustees for that purpose.

WARREN COUNTY.

By Harry Evans, County Superintendent.

On January 19, 1827, a bill was approved to make that part of Fountain County which lay northwest of the Wabash River and extending as far north as the line between townships 23 and 24, into a separate county to be known as Warren County. At the time this was done, there were no public schools—no common school system. The constitution provided for the sale of certain lands for the support of the schools of the county, but aside from this, education was mainly at the expense of the parents and "subscription schools" were the only means of securing an education.

In 1828, the County School Commissioner was notified to sell certain lands near Williamsport, Independence, Lebanon (now West Lebanon), Gopher Hill and perhaps other places. Small portions of sections in the vicinity of each of these places were sold and the proceeds became the nucleus of a fund with which to pay teachers and maintain the log school houses where the early schools were held.

Schools were taught in 1829, at or near Williamsport, Lebanon, Gopher Hill, Independence, Green Hill and perhaps at other places but they were subscription schools mainly. The early teachers were usually very strict in their discipline because of the fact that so many large boys and girls were in attendance and because of the general roughness of the times. Many schools were taught in abandoned log cabins, in a single room given for the purpose, or wherever a place could be found, and then only in the more thickly populated neighborhoods. Instruction was limited in the main to the three "R's."

Men with few or no children opposed the tax on property for the support of schools maintaining that it was unfair to raise money in this way for education, and as a result those having large families and small means found themselves oftentimes unable to give their children even the merest rudiments of an education. In 1836, Congress passed an Act by which the surplus revenue was distributed to the states. This fund with other funds set aside by the state legislature became the basis of our permanent school fund. In 1844, this surplus revenue fund in this county amounted to $6,303.93, and the congressional fund to $8,649.02. By Act of the General Assembly in 1852, a 10-cent levy was made which became the basis of the present school fund which amounts now to more than $116,000.00 in this county.

There were twenty-three school houses in the county in 1853; in 1878, eighty-three; in 1915, there were sixty-nine in use. Of these 69, 3 are commissioned schools, 1 a five-room school, 7 are two-room schools and 58 are one-room buildings. The number of houses is getting smaller because of the tendency to consolidate the smaller schools. Good, commodious buildings have been erected at Williamsport, Judyville, Pine Village and West Lebanon; at the two latter places extensive additions were made during the past year in order to accommodate the needs of their respective communities.

Under the County Seminary Law, a seminary was built at Williamsport, one at West Lebanon (then called Lebanon) and one at State Line but they were short-lived for the most part. They usually offered an opportunity for some higher education and perhaps gave a taste for learning to some boy or girl who otherwise might not have had such a chance. The common schools increased in number and accessibility and were thought to be amply sufficient; and while these seminaries offered college entrance courses, so few were going to these higher schools that the seminaries soon fell into disuse. The United Brethern Church, feeling the need of a school for their denomination, established a school at Green Hill in 1869, and in a short time there were about eighty scholars in attendance, many of whom boarded in the village. The principal was empowered to select an assistant to help in the work; the upper department fitted pupils for college and was probably the superior of any school in the county at that time, but with the increase of local high schools the attendance at the Seminary fell off and it has long since been abandoned, the building having been sold to the township and used for a district school.

In the early schools the Testament was often used as a text in reading classes. Ability to read, write and cipher was about the extent of the requirements of a teachers' qualifications. Furniture was of the crudest kind—slab benches, greased paper windows, a desk made from a slab and fastened to the wall served as a place on which to write. There were no districts in these early schools but they were established in the most thickly populated neighborhoods or perhaps two or more communities joined together for one school. One of the early teachers in the county was Sanford Cox, author of "Recollections of the Wabash Valley" published in 1860.

The schools were almost entirely without supervision; the examiner giving the little time he devoted to the schools, to the examination of teachers. This examination was largely oral and given at almost any time that was convenient to the applicant and examiner. With the passage of the County Superintendency Law in 1873, a decided change for the better might be seen in the schools. Some one was responsible and it was some one's business to oversee teachers; plans could be made and carried out; definite courses could be arranged. The last School Examiner to hold office in this county was Henry Ritenour. Following is a list of County Superintendents who have held office in the county: C. M. Parks, 1873-1875; Alonzo Nebeker, 1875-1877; C. M. Parks, 1877-1881; Alonzo Nebeker, 1881-1883; F. M. Sutton, 1883-1885; C. P. Brown, 1885-1887; Fremont Goodwine, 1887-1893; L. A. Sailor, 1893-1897; A. E. Wilson, 1897-1899; W. J. Bader, 1899-1907; Harry Evans, since 1907.

At least two attempts were made to establish a "community" settlement in this county, patterened somewhat after that at New Harmony. A company headed by John O. Wattles who had spent some time at New Harmony, was organized to form a settlement in Prairie Township to be known as the "Grand Prairie Harmonical Institute." This lasted about two years. A second effort was what was known as "Fryback Hall," located in Pine Township. The object of this settlement was similar to that of the Harmonical Society—"to secure education, elevation, purity and unity of its members and so far as may be, to forward the elevation, peace and unity of the human family." But like its sister enterprise, it was short-lived. An association known as "The McClure's Working Men's Institute," was organized in Williamsport in 1856. A Mr. McClure had died in Texas, and had left a legacy to be expended in the purchase of books for distribution among mechanics and laborers who were to organize according to the terms of the will.

On the whole there has been a steady, upward progress in the schools of the county. Being rural there has been little gain in population for some years but the schools have had a high standard and the growth has been healthy. Small schools are being replaced by the consolidated buildings as rapidly as seems best. The enumeration shows a school population of 2,748; there is an average attendance, according to the last available figures of 1761. There are three commissioned high schools, Pine Village,

West Lebanon and Williamsport, with a total enrollment of 230. Judyville, Rainsville and Green Hill will offer high school work in non-commissioned schools. A longer average term, well qualified teachers, comfortable, sanitary buildings, interested patrons are some of the things that will make our schools reach even higher standards than they have attained.

SCHOOLS OF WARRICK COUNTY.

By A. J. HOPKINS, County Superintendent.

Beginning with the early settlers, the schools of the county kept pace with those of other counties of the state. Concerning the early schools, information is scanty and what little there is, is traditional.

The first schools were of the subscription kind, the houses being of logs, the furniture rude. The houses were usually built by the citizens gathering by agreement at the appointed place, each individual donating his labor for the school.

The pioneer schools were the schools established and maintained without any aid from public funds, schools established before the public school system of the state was organized. These schools taught reading, writing, spelling and sometimes arithmetic. The recitations were heard one pupil at a time, and in the general noise and confusion, for everyone studied in whatever tone of voice he liked best, reading and spelling were no doubt difficult to recite. The texts used were Webster's spelling book and the Testament.

In the year 1815, Joseph Arnold taught school on the farm of William Briscoe, in Anderson township. This we think is the first school taught in what is now Warrick County. In what is now Vanderburg County, near the Ohio Township line, a man named Patton taught a school in 1812. In the year 1817, a school was taught in the Court House at Darlington. This school was taught by a man named Hazel and continued three months. In 1818, one of the early schools of Boon Township, was taught about two miles south of Boonville, by a man named Moses. During the years 1819-20, George Hathaway taught school in Boonville and was probably the first teacher of Boonville.

From the time settlers began to arrive in Boonville, the New County Seat, we have a very rapid development of schools. The Old Seminary building was built in 1848, by Noys White and Simon P. Lowe, contractors, for $975. Following this, we have the Boonville High School, one of the best in the state. It was organized by Z. T. Emerson, and at first had a three years' course under the efficient supervision of Chas. E. Clark, who has been superintendent for thirty years. Boonville Schools have reached a high standard of efficiency, maintaining the usual four years' course of the Commissioned Schools of the state.

The Boon Township schools, twenty-four in number, are

good one-room buildings, doing the work of the Course of Study furnished by the State Board. Campbell township's first school was taught by John Jukes on his own farm. He was one of the foremost of the early promoters of learning in Warrick County. Jacob Condit was next, he taught in an old log dwelling on the farm of H. Davis. The development of the schools of Campbell Township continued until now they have twelve one-room schools, well equipped, doing good grade school work.

GREER TOWNSHIP.

The first school house was built about 1830. Wesley Hopkins and Wash Thompkins were the first teachers. Other schools have grown until now we have a good school system for all the townships including a splendid eight-room high school at Elberfeld, maintaining a full four-year course of study.

HART TOWNSHIP.

Has ten rural schools with fair equipment and houses. Lynnville, one of the Certified High Schools, maintains a four-year course, and is one of the counties with a fine school spirit.

LANE TOWNSHIP.

The school interest in Lane Township is good. They have eight one-room rural schools with fair equipment and houses in fair condition.

OWEN TOWNSHIP.

Has eight rural schools, a Certified High School at Folsomville, maintaining the usual four-year course, with fair library and equipment for the efficient work in Domestic Science and Agriculture. This school has been a great stimulus to the school interest of Owen Township.

PIGEON TOWNSHIP.

Has eleven district schools doing efficient work with fairly equipped houses, in a fairly good condition for work.

They have a Certified High School at Selvin, maintaining the four-year course in High School. They are building a modern up-to-date High School building which we think will add much to the good work already being done.

Skelton Township.

Skelton township has fourteen district schools, some small and others large. They are doing the work usually done in one-room district schools. The town of Tennyson is proud of its splendid High School. This is a modern well equipped building. In this building the township has a four years' course, including a course in Agriculture and Domestic Science.

Ohio Township.

As has been mentioned the first school in Ohio Township, was, perhaps, about the year 1812, near the county line of Warrick and Vanderburg Counties. This school was held in a rude log hut or barn. From that beginning until now we have added schools in the various parts of the township, until now we have twelve district schools, well equipped with apparatus, good buildings and a four-room graded school at Chandler.

Newburg.

Chester Elliot was the first teacher at Newburg—about 1820. His school was taught in a log barn on the farm of John Sprinkles. From that time on the schools of Newburg have kept a steady growth. An institution of learning known as the Delaney Academy was maintained here for many years. The school was maintained by the Presbyterian Church. The course of study enbraced all the common school branches, and in addition a course in the natural sciences, rhetoric, mental and moral Philosophy, logic, Latin, Greek and a complete course in mathmatics. This school was permanently discontinued about the year 1867. The cause was the expansion of the common free schools of the state.

The Newburg High School was established in 1868. The building was 42x60 feet, cost including apparatus $14,000.00. From then, until now, the school has made steady growth under the efficient superintendency of Mr. Arthur Seybold, and is one of the best small Commissioned High Schools in the State.

County Institute.

The first county institute ever held in Warrick County was during the last week in August, 1866. It was held in the old Seminary building, the session lasting five days. The number

in attendance was forty-three. Instruction was given in orthography, reading, writing, geography, arithmetic, grammar, U. S. History and physiology. Three lectures were given a day. The entire cost was $40.00. The institute was conducted by J. D. Forest, one of the most successful educators ever located in Boonville. He held the office of county examiner from 1865 to 1871, and did much to advance the schools of Warrick County. Ever since 1866, there have been teachers institutes in Warrick County, with a growth in interest and attendance.

WASHINGTON COUNTY.

By Orra Hopper, County Superintendent.

The first school house in the county was built in 1809, two and one-half miles northeast of Salem on the south side of Brock Creek. This structure was a little log cabin having one door which was closed by two shutters, and a small opening covered with greased paper for a window. The room was heated by a huge fireplace. The seats were made of small poplar trees split in halves and dressed down on the split side. Holes were bored in the round side with a two-inch auger and pins put in for legs. The writing desk was equal in simplicity. Holes were bored in the wall into which strong pins were driven. Puncheons, dressed down as smooth as could be done with the tools at hand were laid on these pins. The floor was made of puncheons and the roof of clapboards.

In the fall of 1815, two other school houses of the same primitive style, were built. One was two and one-half miles north of Salem and the other two miles northeast of the Blue River Friends' church.

The terms in the primitive schools were seldom more than three or four months long. The textbooks were such books as the family had brought with them from the older states. The course consisted of readin', writin' and 'rithmetic and later spellin' and occasionally geography and grammar. After the children were taught to read they carried to school anything they could find in the home that would do to read. This might be the book of catechisms, a history, a Testament or Bible.

The schools had no blackboards nor maps, but there was occasionally a teacher who owned a small globe which attracted much attention and dubbed the possessor a learned man. In filling the pages of their "sum books" and copy books, children used goose quill pens and ink made from ink powder, the bark of swamp maple boiled in an iron kettle to give a more perfect black color, and from poke berries.

The Salem Grammar School was opened in the year 1823, by John I. Morrison. This school was so largely attended that a new school building was erected in 1828. A ball alley was constructed on the east end of this building. One end of the upstairs hall was fitted up for a sort of laboratory. Prof. Morrison soon made the school, which was now called the Seminary, a power and its fame spread far and wide. Kentucky, Illinois and

Modern One-room School, Washington County.

Missouri sent sons and daughters to be educated in the "Washington County Seminary." The reputation of the school won for Salem the name "Athens of the West."

Not content with his achievements in the County Seminary, Mr. Morrison took a step farther in educational work. The result was the "Salem Female Collegiate Institute" for which he erected in 1835, a brick building which was afterwards known as the Eikosi Academy building, and later in a remodeled form, was used for the Salem High School, till 1908. The Salem Male and Female Seminary, as the school was called in 1858, under James G. May, was attended by as many as two hundred students a year. It numbered among its boarding students attendants from Illinois, Iowa, Nebraska, Missouri, Kentucky, Tennessee, Arkansas, Mississippi and Louisiana. The course of study embraced, in addition to the usual English branches, Latin, Greek, French, German, Rhetoric, English Literature, Natural Philosophy, Chemistry, Geology, Botany, Astronomy, Algebra, Trigonometry and Analytic Geometry. Two l'erary societies which were very influential in the students pra 'cal training were organized in connection with the school.

The old Seminary ceased and the old building was burned about the year 1877. Professor William W. May reopened the old school in 1878, under the name of the "Eikosi Academy," the name having proved popular, although the number limit was now removed. The school continued to prosper under his management until his death in 1885; after which time it was successfully conducted for four years by his sons, James G. and Ben A. May, until they were called in 1889, to take charge of DePauw College in New Albany. During the "Eikosi" period the school was the location of a voluntary observer's station of the United States Signal Service, the weather signals being displayed at first from a staff on the top of the Eikosi building. Professor Montgomery and afterwards Professor Phillips continued the school until the property was sold to the town of Salem for the use of the High School.

When Superintendent James G. May retired from the Salem schools, in 1874, he was succeeded by Wm. Russell, who taught until 1877, when James A. Wood became superintendent. Then followed I. M. Bridgman, W. S. Almond, C. E. Morris, H. B. Wilson, L. D. Coffman, F. A. Gause and R. E. Cavanaugh who who is now the efficient superintendent.

The Salem Grade School building, erected in 1900, on the

Salem, Washington Township High School, Washington County.

site of the old building, which was destroyed by fire, has twelve recitation rooms, a manual training room, a music and drawing room, and a large room used for a gymnasium and auditorium.

The Salem-Washington Township Joint High School building was erected in 1908, on a good school site. The grounds have been thoroughly graded and are now available for exercise and play. On the first floor of the building are seven recitation rooms, a physics and chemistry supply room, and the office of the principal. On the second floor, are an assembly room with a seating capacity for two hundred students, and a gymnasium auditorium room which will seat five hundred people. In the basement, in addition to coal and boiler rooms, closets and supply rooms, are the departments of manual training and domestic science.

When the legislature passed a series of school laws dealing with the subject of prevocational education, the school authorities of Salem were not affected by the compulsory provisions of these acts, for the schools were already offering the courses demanded in Manual Training, Domestic Science and Agriculture. With the introduction and extension of these prevocational courses and the addition of other departments as well, has come an increased interest in all the subjects of the school course. With the school offering, along with the prevocational subjects, Latin or German, Zoology and Botany, Physical Geography, Commercial Work, Chemistry, Physics, Physiology, History, English and Mathematics as regular work for full credit, no student is compelled to take work that is not practically suited to the course which he desires to pursue. The aim of the school is to be of greatest service to the community.

The Salem Public Library, completed in 1905, had a total of 7,900 books in 1915. The daily average circulation was 80 volumes. Magazines are circulated the same as books. Last year the library loaned 3,816 magazines. Free service is given to the town and township. Those residing outside the township may use the library by paying $1.00 per year or five cents for each book borrowed. The outside townships may have the free use by presenting a petition signed by fifty property owners.

The Blue River Academy was located three miles northeast of Salem. It was organized in 1831, by the Society of Friends of Salem, who originally came from North Carolina. The first building was brick. The present building, erected in 1861, is a one-story frame house. It has two rooms, twenty-five by

thirty feet each, library and recitation room, fifteen by twenty feet and two cloak rooms, ten by fifteen feet.

In 1861, the course of study consisted of Orthography, Reading, Writing, Descriptive and Physical Geography, Mental and Practical Arithmetic, English Grammar, Physiology, Philosophy, Chemistry, Astronomy, Algebra, Composition and Phonography.

The Academy continued until 1881. In 1896, a township high school was established in one of the rooms but this was abandoned in 1904, when the township joined with the town of Salem for high school purposes. A private high school was organized in 1904, which continued until 1909. Since then the building has been used by the common schools of the district.

Two of the students who attained distinction are Joseph Moore, deceased, ex-president of Earlham College and Benjamin Trueblood, secretary of the International Peace Association.

In 1855, a joint stock company was organized in Cambellsburg, which resulted in erection of a building twenty by forty feet, which was designed for schools, religious and political meetings, debating and literary societies. This building was called the "old townhall." In 1860, a one-story frame building was built at the expense of the township. The building was destroyed by fire in 1869. Again in 1872, the township trustee erected on the old site a two-story building at a cost of $1,500. During the summer and fall of 1912, the town erected the present modern building at a cost of $15,000. The new building is a two-story building with a large well lighted basement which is used for the heaters, coal rooms and manual training.

The building is located on a two and one-half acre field giving ample playground for the one hundred ninety grade and high school pupils who attend.

A new school building was erected in 1910, by the town of Saltillo at a cost of $2,518.00 on a lot 150 feet square. It consists of two rooms 27x34 feet, a vestibule 8x10 feet, and two cloak rooms 8x21 feet. It is heated by modern heaters and each room accommodates about 30 pupils. In addition to the regular common school work, instruction is given in Domestic Science, Agriculture and Manual Training.

In New Pekin, the first school term was taught in 1904-5 with an enrollment of about thirty pupils. In 1906, a high school was organized with one teacher in charge. Because of the growing demand for high school work in the community, it became necessary to add a second teacher for the grades in 1908, and in 1909,

another teacher was added to the high school which became a certified high school. In 1914, a third teacher was added to the high school faculty and the term was increased from seven months to eight months. The Board of School Trustees doubled the capacity of the school in 1915, by erecting an addition to the present building and equipping it with hot air furnaces and up-to-date appliances for manual training and domestic science. Under the supervision of Mr. Arthur Voyles, the school was commissioned for the graduating class of 1916. Ninety-four per cent of the graduates up to 1915, have taken some college training, while eighty-two per cent have taught school.

The rural schools have been equally progressive in erecting up-to-date sanitary school buildings, in securing better playground facilities and better equipments, and in giving, in addition to the common school work, instruction in Music, Agriculture and Domestic Science. Music has been taught in the rural schools since 1907, and now the district schools have singing every school day. Agriculture has been taught since 1910, in all the schools in the sixth, seventh, and eighth grades with practical results. Domestic science work, especially sewing, has been taught successfully since 1913, in the seventh and eighth grades.

Patrons' days, observed since 1913, Township and County Spelling Bees, County Rural School Exhibits, Joint Township Institutes, and the work in the elementary prevocational work have been an inspiration to pupils and teachers for doing more practical and efficient work, and have aroused the rural people for better schools and cooperative community work.

First Schoolhouse in Wayne County. Erected in 1810.

Wayne Township District School. The last district school erected in Wayne County.

WAYNE COUNTY PUBLIC SCHOOLS.

By CHARLES O. WILLIAMS, County Superintendent.

Struggling under the pressure of poverty and privation, the early settlers of Wayne County, we are told, were not possessed with extraordinary scholarship, but they fully appreciated an education, and the earliest settlers planted among them the school house.

The first school house built in 1807, was located on the north bank of Big Elkhorn creek, opposite the mouth of the Little Elkhorn, upon the ground now included in the Elkhorn Cemetery, five miles from Richmond. Joseph Cox, who was the first householder in Wayne County, moving here from New Castle, Ky., in 1805, opened school in his house in November, 1807. The first school in Wayne Township was taught by Isaac Julian in 1808, and the first in Richmond was in a log cabin near what is now Fort Wayne Avenue and D Street, by one Robert Smith, in 1810. In New Garden Township in 1814, was formed a "School Article", a school taught in a Friends' Meeting House by David Jones.

"To the Friends," says J. C. Macpherson, "is to be credited the first organized educational effect in Wayne county. Elementary schools were established by them quite early under the direction of their Monthly Meeting." The first record of attention to educational matters is found in the minutes of the meeting held on the 25th of 8th mo., 1810, as follows: "A number of school books were received from the last Quarterly Meeting. Andrew Hoover, Ephraim Overman, John Townsend, Joshua Piggot, Ralph Wright, Ben Maudlin, and Benjamin Harris are appointed to have care of them, and report to next meeting what way they think best to dispose of them." On 29th of the 9th mo., 1810: "The Friends appointed to form a system for the disposal of the school books, report that trustees be appointed to have the care of them; to let them out and where they think charity requires bestow them as a donation, which the meeting concurs with and the same Friends are to continue to dispose of them and to report when complied with." Later on we find, on 23d of 2nd mo., 1811: "Ephraim Overman, Andrew Hoover, Cornelius Ratliff, Jesse Bond, John Smith, Ralph Wright, John Morris, Jonathan Hollingworth, John Townsend and John Clark are appointed a standing committee to have care of schools." The old log meeting house, which stood on the site of the present brick one, on

North Tenth Street in Richmond, was used as a school house in these early days. Robert Brattain is said to have taught the first school there during the winter of 1811-1812. Dr. John Plummer, in his history of Richmond (1856), says: "I hold in distinct remembrance the old log school house of 1823, with its leaky roof; its slab benches with no backs; its charcoal fire kept in sugar kettles." Levi Jessup, in an account of Whitewater Monthly Meeting, says: "As they (Friends) improved in their circumstances, the log house gave place to a frame, and still later to the large substantial brick on the adjoining lot" (1836).

In 1831, a general law, providing for the establishment of a seminary of Wayne county, was established by an act passed Jan. 26, 1827. The bill was introduced by James Rariden, the senator from Wayne. The bill made it the duty of the circuit court of Wayne county to appoint three persons to constitute a Board of Seminary Trustees. Lot Bloomfield, Daniel Jenkins, and Robert Hill were appointed, and this board received by donation, two lots in the town of Centerville, which they accepted and reported as suitable for the Wayne County Seminary. In 1828, the west wing was erected. Nathan Smith taught the first school. Rev. S. K. Hoshour taught three years, 1836-39. Rowson Vaile had charge for six years at one time. The east wing was built in 1842 and in 1848, the remainder of the building was commenced. In 1848, the institution was changed into "The White Water College."

In 1836, John Whippo, Caleb W. Witt, and Jonathan P. Creager erected the building which afterwards became known as the "Dublin Female Seminary." This was the first school building erected in Dublin. It was a frame building, 20x30, surmounted by a bell, a "marvel in those days," possibly the first bell in the county. It was a school "expressly for the young ladies."and was the seat of learning in Wayne County at that time. The building is now standing, in use as a pump shop, yet over the door on the inside may still be seen the old motto, "We Should Be Able to Give a Reason for Every Truth We Admit, and Every Fact We Profess to Believe."

Other academies and seminaries were established at Cambridge City in 1839, at Greenmount in 1851, and at Hillsborough in 1859. In 1847, a Friends' Boarding School was established west of Richmond, which laid the foundation for the beginning of Earlham College.

The school books used at first were Webster's American Spelling Book, the Columbian Orator, and the New Testament. The teacher

was supposed to be in the school room very early, to build the fire and sweep out the room. He must collect the "copybooks," look them over, and write a new line of copy in each, collect the quill pens and mend them. By this time, the pupils had arrived and by 8 o'clock the work began. It was the custom in this period, among many teachers, to conduct what was known as "loud schools"—that is, to allow the pupils to study aloud.

The loud schools gave way to the silent (whispering) schools under an ovation started by Marie Holman in Jacksonburg in 1820, and in 1880, Myra Windsor who had been away to a Normal school some place introduced "study without moving your lips," in Franklin Township. Kirkham's Grammar was introduced in 1824, Hale's History of U. S. in 1840, and Dalton's Physiology in 1884, Music in 1900, Agriculture in 1905, Drawing in 1911, Domestic Science in 1913. The Wayne County Board of Education was established in 1873 and the following superintendents have presided over the destinies of the schools and introduced and perfected the following during their incumbency. T. C. Smith (1873-1875), is credited with the License system for teachers and adopted books for a Township; John C. Macpherson (1875-1887) graded the schools and established a uniform course of study for the County; B. F. Wissler (1887-1891), required every teacher drawing public funds to secure a license on a uniform examination list held on stated days. Also the Common School commencement was introduced by him. The first school hack was started in Clay Township, in 1888.

Thos. A. Mott (1891-1895), introduced a method in Reading (word method) and teaching of Geography by use of outline, established the first complete consolidated Township school with one central building, abandoning five district schools, and running four school hacks in Webster Township in 1892.

William E. Wineburg (1895-1903), added Music to the course of Study, consolidated the schools of three more townships and established the first Township Commissioned High Schools in New Garden, in 1900.

Chas. W. Jordan (1903-1910), successfully combined the teachers' county institute with the Richmond Chautauqua, (1903), held monthly meetings with Township Trustees, (1904), established visiting days for teachers and introduced agriculture in schools (1905). The schools at Centerville and Williamsburg were commissioned and a great number of district schools abandoned by him, and the hack system was perfected during

his term. He also introduced the teaching of Music by Supervisors, and held county school exhibits, (1905), organized a Boys' Corn Club, (1907), and put all the high schools on a uniform course of study, using county adopted high school texts.

Chas. O. Williams (1910-19--), the present County Superintendent, established the plan of all of the teachers of the county, meeting in a Township Teachers' Institute at one place and doing sectional work (1910), introduced drawing (1911), manual training and domestic science (1913). He also introduced Physical Examination of school children (1912), and founded a County Health Day (1913). The school term in the entire county was lengthened to 8 months. The teachers were placed on a permanent tenure and the county made a unit under the Teachers' Pension Law, (1915). He also secured a County Supervisor of Domestic Science, and two Township State aided Supervisors of Agriculture.

Today Wayne County has 8 Township Consolidated Commissioned High Schools, 3 town and one city commissioned schools, employing 68 High School teachers, 24 Supervisors, 262 Teachers, 142 of which are in the Township Schools, while 68 school hacks transport more than 1,200 children daily.

A BRIEF HISTORY OF THE SCHOOLS OF WELLS COUNTY.

By Arthur R. Huyette, County Superintendent.

A school, which is claimed by some to be the first in the county, was taught by Jesse McGrew, in 1837, East of Bluffton in a school house which stood on the Adam Miller farm in Harrison Township. It was a log building eleven by eighteen feet in size with a clapboard roof held on with weight poles. The seats were arranged in semi-circular form about the fire-place; the writing desks were of hewn slabs pinned to the walls and a row of backless benches in front of them for use of the more advanced pupils; this was the typical school-house of the period.

In the early days, the teachers were licensed by an officer called the school examiner and there was no uniformity; sometimes a few questions more or less remotely connected with schoolwork were asked and the applicant granted a license; some examiners maintained a high standard of scholarship for the times, yet it was frequently the case that very crude scholarship passed all right before the examiners.

In 1873, the law was changed and the office of county school superintendent was created and this officer took the place of the examiner. Since this law was passed the following persons have held the office of county school superintendent: J. S. McCleery, John H. Ormsby, Smith Goodin, S. S. Roth elected in 1877, W. H. Ernst elected in 1878, W. A. Luce elected in 1887, S. A. Shoemaker elected in February 1891, W. H. Eichhorn in June, 1891, R. W. Stine in August, 1893, and the present incumbent, Arthur R. Huyette elected in June, 1903.

The old fashioned round log school houses were later replaced by hewn log or frame buildings; sometime later, the one-room buildings were built of brick; some oblong in shape while others were of the "L" shape known as the "Baker Plan" one room school house, which afforded cloak rooms. At the present time all school houses in the county are built of brick with the exception of one, which is built of cement blocks.

The first high school in the county outside of Bluffton was established in Ossian; for a long time Bluffton and Ossian were the only places in the county offering high school work. About the year 1896 there was a revival of interest in high school work throughout the county; during this year graded high school buildings were built at Keystone and Liberty Center; in 1899, Murry and Petroleum erected high school buildings; in 1903,

Petroleum Building, Wells County. Erected about 1860, and has been replaced by Petroleum Commissioned High School Building.

Liberty Center Commissioned High School, Wells County.

Craigsville remodeled a two-room building into a graded high school building; in 1904, a graded high school building was erected at Union Center, Union Township, to accommodate the pupils of her township seeking high school work. Tocsin in Jefferson Township erected a high school building in 1908; in 1911, the Petroleum building in Nottingham township was remodeled and several rooms added to its structure.

All of the above schools are under the direction of the township trustee, Bluffton having the only school board in the county. At first one, two, and three years of high school work was offered as pupils were ready for the work; there was no uniformity in course of study or text books and the terms of the high schools were 6, 6½, and 7 months in length. In 1906, the county superintendent, A. R. Huyette, outlined a uniform high school course of study for the high schools of the county and selected, with the aid of the high school principals, uniform texts to be used in the high schools throughout the county; this plan continued until the State adopted uniform texts and established a uniform course of study for the high schools of the State.

The County Board of Education took another advanced stand for education when they unanimously decided that the term in the high schools of the county should not be less than eight months.

Bluffton City, Ossian, Petroleum, Liberty Center and Tocsin are now commissioned schools; Keystone is a certificated school; Union Center will add another teacher in the high school next year, increase her library, and apply to the State Board of Education for recognition.

Agriculture and Domestic Science were introduced into the schools in 1911, before the law was passed requiring those subjects to be taught in the public schools of Indiana.

There is no complete consolidation of schools in the county, although several schools have been abandoned and the pupils transported to graded high schools.

The first County Common School Commencement was held in The Grand Opera-house, Bluffton in 1907; this proved to be the greatest school event of the year and has been continued; the one held May 26, 1916, was the tenth annual commencement and the class numbered 232, the largest one ever graduating.

The most modern one-room district building in the county is No. 1, Jackson Township; it has a basement under the entire building, furnace, air pressure water system, flush tiolet system,

and flowing drinking fountains on first floor. Three modern one-room buildings are now in the process of construction to replace those that were completely wrecked by the windstorm during the early spring of 1916.

The most modern graded high school building is Liberty Center; this building was constructed in 1913-'14; Manual Training and Domestic Science rooms are fitted up in the basement. The building is lighted with electricity and fourteen electric hot plates are installed in the Domestic Science room. An air pressure tank furnishes water for the entire building; flowing drinking fountains are installed on each floor; a flowing drinking fountain is also installed in front of the building near the sidewalk for the use of the public. A direct indirect steam heating plant is used to heat the building.

The school spirit in Wells County is excellent and the citizens generally take great pride in the growth of the public school system.

A HISTORY OF THE SCHOOLS OF WHITE COUNTY.

By Henry J. Reid, County Superintendent.

When White County commenced its political existence there were no public schools, in the accepted sense, within her borders, and nearly twenty years were to pass before anything like the prevailing system of popular education was to be in force. The conditions then prevailing were these: "The man or woman who had a desire to become an instructor, would get up a written agreement called a subscription paper, and pass it around among the people of a certain neighborhood for signatures. The agreement usually called for a certain number of pupils at a certain price per pupil, and when the required number was obtained the school would begin. The ruling price for a term of three months was two dollars per pupil, and the number of pupils to be taught was to be not less than twenty. The board and lodging for the teacher would be provided by the patrons of the school, each one, in turn furnishing a share during the term, or if the teacher preferred which was nearly always the case, he or she might choose a boarding place and remain there during the term for a small compensation to the patron of the school whose home was selected.

The first matter of importance, however, before the beginning of the school, was to provide a building for the accommodation of the teacher and the pupils, but this was an easy matter for the pioneers. The settlers of a neighborhood would get together on a specified day and begin the erection of a school house at some point as nearly central as a site could be procured. This was always easy to obtain as land was worth one dollar and twenty-five cents per acre, and a suitable site could be found where the owner of the land, if he had children of school age, was only too willing to donate an acre or half an acre of his land for the purpose. The building would usually be completed in three days time.

The first school house built within the limits of White County was located on the banks of Big Creek on the land of George A. Spencer whose home was also White County's first court house. The school house was constructed of logs and was 12 by 14 feet in size. A log had been omitted from the south wall to admit the light and two puncheons fastened together with wooden pins and hung on wooden hinges formed the door, which was securely closed with a wooden latch in a wooden catch. The first teacher in this first school was Matthias Davis, a man of rare mental qualifications for that period and a conscientious teacher who

First Graded School, Monticello, White County. About 1859 Prof. George Bowman conducted in this old building Monticello's first graded school.

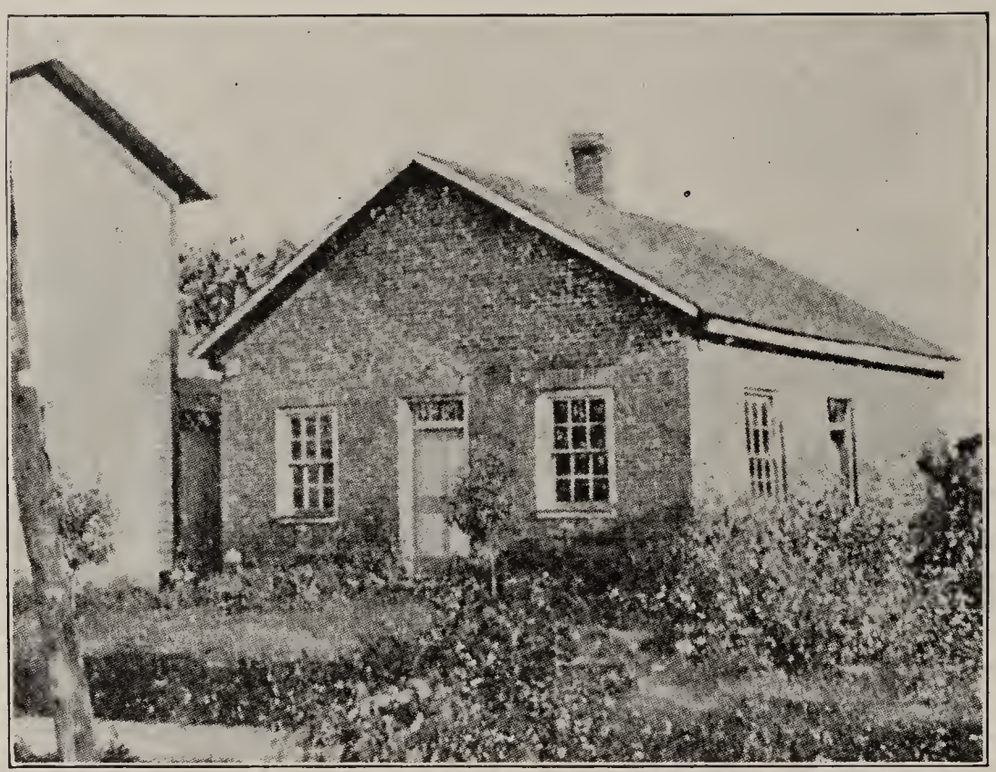
West Side Public School, Monticello, White County.

delighted in his work and was beloved by his pupils. He could be severe, however, when he was "locked out" or his authority otherwise flouted.

Soon after this the school spirit began to spread and school houses sprang up all over the county. With the inauguration of the new constitution of 1851, a working plan was evolved and by April, 1853, the free school system became operative when the township trustees for school purposes were elected. A number of years passed while the public school system in White County was gathering strength and getting into shape before high schools were established but now there are in the county, commissioned high schools at the towns of Burnettsville, Monon and Wolcott; a commissioned high school in the city of Monticello; township commissioned high schools in Jackson Township, Big Creek Township, Prairie Township and Honey Creek Township; besides these there are three consolidated one-room schools and seventy district schools.

Present County Board of Education.

As now organized and systematized the public schools are under the control of the county board of education, consisting of one trustee from each of the eleven townships, the presidents of the town and city school boards and the county superintendent, who is made president of the entire board. The present county superintendent is Henry J. Reid, and the township trustees are Big Creek, R. W. Barr, Chalmers; Cass, W. E. Stillwell, Idaville; Liberty, Cassius D. Imler, Monticello; Jackson, D. A. Scroggs, Idaville; Monon, H. C. Thompson, Monon; Honey Creek, Levi Reynolds, Reynolds; Union, William Paschen, Monticello; Round Grove, J. E. Burdge, Brookston; West Point, Andrew Humphreys, Wolcott; Prairie, E. M. Ferguson, Brookston; Princeton, E. J. Diobell, Wolcott. H. C. Johnson is president of the city school board of Monticello, and the following are presidents of the town boards: Burnettsville, John C. Duffey; Monon, C. C. Middlestadt; Wolcott, Chas. Martin.



First Public School Building in Columbia City, Whitley County.
Erected in 1847.

McClellan Building, Columbia City, Whitley County.

A HISTORY OF THE SCHOOLS OF WHITLEY COUNTY.

By Alvin R. Fleck, County Superintendent.

In the early thirties a few scattered settlements were being formed in parts of what is now Whitley County. These hardy pioneers brought with them a desire for schools.

Whitley County became a separate county April 1, 1838. In 1839, Henry Swihart was appointed by the County Commissioners as seminary trustee, and he became the first school official in the county. However, Whitley County never established a county seminary as provided for by the law.

In August, 1839, Andrew Compton was elected the first school commissioner in the county. On November 19, 1841, he made the first sale of school lands, an eighty acre tract from section 16, Union Township for $3.75 per acre. On November 19, 1853, exactly twelve years later, the last quarter section of school lands, a part of section 16, Smith Township, was sold for $4.00 an acre. The total sales from these lands amounted to $17,258.60.

The first school in the county was taught by David Parrett, in 1837, in a log building on the banks of Eel River in what is now the town of South Whitley. It was a subscription school. He had ten pupils and taught about four months. In 1838, John Strain taught the first school in Smith Township in his own house. In the same year, Stephen Martin of Troy Township, taught in his own house. In 1838, Rufus D. Kinney taught the first school in Etna Township in a log building. Miss Cornelia Bonestel taught the first school in Union Township in 1839. She taught for $1.50 per week and boarded with her parents. In 1841 William Widup taught the first school in Thorncreek Township and in 1842, Jesse Case taught the first school in Washington Township. In a very few years, the valleys and the hills of all the townships were dotted with these pioneer schools where teacher and preacher held forth.

The early school houses were of the pioneer type. They were built of rough logs, with puncheon floors, oiled-paper windows, inverted slabs for seats, slabs supported by pins in the walls for writing desks, with open fireplaces with stick chimneys. In these buildings the "Hoosieroons" met the pioneer teacher, whose government was more or less civil, who taught them something, of Reading, Writing, and Arithmetic.

The early log school buildings were replaced by frame ones soon after the saw mills began buzzing along the many mill races

in the county. During the seventies and eighties, these frame buildings were being rapidly replaced with brick structures.

In 1847, the first brick building in the county was built in what is now Columbia City with brick made near the school lot.

In 1852, Joseph Stultz, a Justice of the Peace of Cleveland Township, applied at the County Seat for a license to teach school. As a result of his request, the County Commissioners appointed I. B. McDonald the first school examiner for Whitley County. After a brief oral examination, Mr. Stultz was given the first teachers' license issued in the county. Later, Mr. McDonald and two others were appointed as the board of examiners as provided for by the law.

When the law was changed in 1861, H. D. Wilson was named as the school examiner for the county. He held the first County Teachers' Institute in 1863. In 1864, Colonel I. B. McDonald was elected school examiner. He established many school districts and encouraged the building of many school houses.

In 1871, A. J. Douglas was chosen County Examiner. He was first to make use of written examinations for teachers. Under the law creating the office of County Superintendent of Schools, Mr. Douglas was elected County School Superintendent in 1873, by the township trustees. Mr. Douglas was City Superintendent of the Columbia City Schools and pastor of the Lutheran Church in Columbia City at the time that he served as County Superintendent.

In 1881, Hon. Joseph W. Adair was elected County Superintendent. Each year, he conducted a training school for teachers in Columbia City, and he organized township institutes. Imported talent was used in the County Teachers' Institute.

Alexander Knisely was elected County Superintendent of Schools in 1885. He was a very hard worker and a skillful organizer. He outlined and published the first Course of Study and made the school work uniform throughout the county. No man has given the schools a more vital touch than Mr. Knisely. He gave much attention to definite supervision and through school exhibitions and contests got the parents interested in the work of the schools.

In 1891, Guilford M. Naber was elected County Superintendent. He gave much attention to methods of instruction. In 1897, Burnside Clapham was elected county superintendent. He emphasized intensive grade work as a preparation for the high

school, and encouraged the building of better and more artistic school buildings.

Prof. George H. Tapy, Supt. of the South Whitley Schools, was elected county superintendent 1899. He encouraged consolidation of schools and the establishment of rural high schools. In 1908, Mr. Tapy was called to the Chair of Education in Wabash College, and Alvin R. Fleck was elected as his successor.

In 1854, Rev. Jacob Wolf attempted to establish a college in Union Township. He erected a building as the nucleus of Wartberg College. He and A. J. Douglas were the faculty. After two years the school disbanded and the property was willed to Wittenberg College at Springfield, Ohio.

In 1867, W. C. Barnhart, a teacher from Ohio, established a school at South Whitley known as Springfield Academy. In it the "higher branches" were taught. After a period of two years the school was absorbed by the public school system.

In 1867-68, J. E. McNear and Marion Coyle taught a private high school in rooms over the Baptist Church in Columbia City.

In 1873 Hon. A. Y. Hooper established Green Hill Academy in Columbia City and chose Misses Kinney and Nichols as the teachers. Three terms a year of twelve weeks each were taught until the school was closed in 1880.

The largest school buildings now in use in the county were built as follows: In Columbia City the West Ward building was built in 1889, the High School building, in 1904, and the McClellan building, in 1913. The South Whitley school building was built in 1887, and that at Churubusco, in 1910. The township graded buildings at Collins, Etna, Coesse and Larwill were built in the years 1882, 1903, 1906, and 1909 respectively. The Jefferson Township High School building was built in 1909.

Whitley County has but 336 square miles of territory and a population largely rural. However, it has seven commissioned high schools and two three-year high schools, the latter being Collins and Etna. The dates of the commissioning of the high schools are as follows: Columbia City, 1880; South Whitley, 1898; Churubusco, 1903; Coesse, 1914; Jefferson Center, 1916; Larwill, 1916; Washington, 1916.

The schools of Whitley County have more than kept pace with the material development of the county. The problems of the present are being met with courage and the future is expected to have better things in store for the coming generations.

CHAPTER V.

HISTORY CONSULTATION SERVICE FOR TEACHERS IN THE PUBLIC SCHOOLS.

By Oscar H. Williams, Assistant Professor of Education, Indiana University.

Nature and Origin of the Work. History Consultation is a form of consultative or directive work with history teachers in the public schools. It has been developed during the past two years in connection with other public service activities of the Extension Division of Indiana University. It is designed to meet the needs of school systems desiring counsel in the organization of history courses, and in the study of methods and the analysis of results in history teaching. It includes, in a limited way, the essential features of the school survey. It *is* the school survey applied intensively to one of the school subjects. Its aim is to study at first hand the conditions underlying the history instruction in all grades of a school system, to evaluate the work, and to point out needed changes or approve and encourage commendable features. At the conclusion of such a survey, a written report, embodying an estimate of the work in general and offering suggestions for its improvement is made to the school superintendent.

But consultation with teachers is something more than a school survey. It seeks not only to evaluate conditions and detect inefficiency or point out excellences, but it also aims to supply vision and stimulus for teachers in the everyday teaching of history. It is therefore, an expert form of directive supervision. But it is even more than this. It not merely scrutinizes conditions and attempts to apply remedies where needed, but it probes deeper and searches for fundamental facts and processes in the teaching of history. It is, in a word, a unique species of educational research. Its ultimate end is to reduce the teaching of history to a strictly scientific and fundamentally correct basis. Its laboratory is found in the Critic School, and its final tests and applications are made in all the schoolrooms in the State.

The work in history consultation had its origin in a brief consultation service with a number of Indianapolis teachers during the first half of the school year, 1913-14. At that time the Uni-

versity was requested by Superintendent J. G. Collicott, of the Indianapolis schools, to furnish for his teachers a consulting adviser in the subject of history. In response, Mr. Oscar H. Williams, then Critic Teacher in History, was assigned to this work and spent about two weeks in the Indianapolis schools in consultation with the seventh and eighth grade history teachers. He visited classes, observed the teaching, held group conferences, and gave personal counsel to teachers and supervisors on methods and standards of work.

Expansion of Consultation Service. Responding to a growing consciousness of the need for expert counsel in school work, the University arranged for the continuation of the history consultation along the lines which were begun at Indianapolis. During the first half of the school year, for each of two years past, Mr. Williams has been freed from his duties in connections with the Practice Teaching, and has given his full time to developing this form of consultative work. In each of sixteen systems of schools in the State, he has studied the history work more or less intensively and sought by counsel and "follow up" methods to strengthen the teaching.

As a means of reaching larger groups of teachers, two district conferences have been organized. The first of these was held at Gary, Indiana, in February, 1915. This conference was distinctive in that it concentrated attention upon two or three aspects of history teaching,—viz., concrete practical problems, such as effective collateral reading and notebook work; the vitalizing of history work thru visualized instruction and pageantry; and standards for judging the worth of courses of study and methods of instruction. It was attended by about seventy-five teachers and principals from high schools of northern Indiana and the city of Chicago. The second conference was held at Vincennes, Indiana, in May, 1916, and was devoted to a consideration of the teaching of State and local history in the schools.

Some Results and Conclusions. By way of summary, the activities of the consultation service may be designated as follows: (1) consultation proper, including conferences with groups of teachers, on the practical, concrete problems of teaching history; (2) district conferences devoted to special phases of historical instruction with larger groups of high school and grammar grade teachers; (3) correspondence with individual teachers, as well as with groups of teachers, as a "follow up" work on the subject of the conferences; (4) extended written reports to the school officials

giving an estimate of the work being done by the teachers and a constructive program of improvement.

The benefits to a system of schools of consultation work with any group of its teachers readily become apparent. The most immediate benefit is perhaps found in the impetus to better work given to teachers in the everyday teaching of history. Teachers receive, in many instances for the first time, a real conception of the proper aims, an intelligent view of the better practice, and a working notion of efficiency standards, in the teaching of history. This result is attained in part thru discussion in conference, in part thru demonstration work conducted during the visitation.

More fundamentally important results are seen in the co-operative efforts on the part of teachers and principals, with a view to the elimination of shortcomings in the work. In several systems in which consultation service was rendered, the teachers have inaugurated a definite study of conditions, and thru a selected group have undertaken to bring the history work to a higher standard of efficiency. In South Bend, for example, a committee of representative teachers and principals made a study of local materials for enriching the course of study in history and embodied their work in a printed pamphlet for the guidance of the teachers. In Kokomo, a similar committee, consisting of elementary and high school teachers, has developed one of the most instructive and best balanced courses of study in history and civics to be found in the State.

It is perhaps not too much to say that the immediate impulse and insight to intelligent action in this constructive work has arisen directly from the consultation service.

A Written Survey. In all cases, except those in which only a cursory study of conditions was made, a written report embodying a survey of the history work and recommendations for improvement was submitted to the school authorities. To give a notion of the study made, and of the written report, an abstract of the Newcastle report is appended.

An Evaluation of the History Work in the Public Schools of Newcastle.

The school situation in Newcastle presents many instructive features. It is the outgrowth of healthy conditions in a typical American community. The city has grown in a few years from a small town to a thriving industrial center. The industries are generally of high order, calling for technical skill and intelligence in the operating class. An unique interest,—floriculture,—requires for its successful conduct a combination of artistic temper-

ament, specialized information, and business acumen and judgment. The mechanical industries are such as demand trained workers and experienced managers. As a consequence the population is strikingly homogeneous. There is an absence of alien stocks with their problems of language, social ideals, and standards of living. The average of thrift and intelligence in the inhabitants is generally high.

The pressing problems inherent in rapid expansion, in changing social and industrial conditions, and in evolving ideals of education, have thrust themselves in swift succession upon the school authorities. The adequate provision of school facilities, in itself a stupendous task in view of throngs of incoming school children, has not been the least of the problems pressing for solution by those in authority. The maintenance of modern equipment, the expansion and enrichment of courses, the enlargment of teaching force and elevation of standards of work, have all clamored unceasingly for attention at one and the same time. How the schools have managed to respond to the needs of the community as well as they have is one of the marvels of administration. For the schools of Newcastle are surprisingly efficient and responsive to the demands of a modern community. The school plant is developing in a thoroughly substantial way. There are overcrowded schoolrooms; the buildings are not all of modern pattern; the equipment is only average in quality. But the buildings are clean, comfortable, and wisely located. Attention has been given to their exterior surroundings. Air and sunlight, they have in abundance. The central school represents wonders in the way of large accommodations in restricted area. The departmental school is a model of harmony in design. "Much in little" may be said of the structure as of the school.

When one examines the internal working of the schools, one finds much of excellence and superiority. The practical and aesthetic interests have been blended in remarkable degree. In a community in which industrial interests predominate, it is worthy of remark that the cultural aspects of the work have not been neglected in the schools. Art, music, and household arts are offered. And they are functioning in the life of the school, as witness the tasteful selection of pictures in most of the schools, the chorus and orchestral groups and the designs in home decoration on every hand. Surely these things are serving a useful purpose in the community life.

But the most unmistakable signs of vitality in the schools are perceptible in the teaching and supervisory force. The spirit of genuine enthusiasm, of co-operative helpfulness, of joyful work, of dignified and wholesome self-respect, of mutual regard as between teachers, principals, and superintendent, are strongly in evidence on every hand. From the moment he entered the main school, the visitor was conscious of an atmosphere of intelligent sympathy and purposeful work in every schoolroom. These are sure marks of excellence in the work of the schools.

During his stay of three days, the visitor sought rather to make his work stimulating and suggestive than merely critical. He preferred to employ the method of personal counsel rather than of inspection and criticism. Yet he sought information from every available source. He consulted the teachers and principals and held a series of conferences. He was given every assistance by the office and furnished with the outlines and instructions which the teachers are following. He endeavored in every way to take stock of condi-

tions and sense the general situation as they maintain in the history work. He attempted to evaluate the work he saw, in the light of the newer ideals and accepted standards of history instruction.

The history work throughout the schools of Newcastle is in general above par. This statement applies equally to the scheme of instruction and the daily classroom work of the teachers. The history program has been quite definitely thought out and reduced to a logical and consistent working basis . . . . On the whole this program is one of the very best the writer has seen anywhere.

One feature is deserving of particular attention. The work of the fourth and fifth grades has had more than the usual amount of attention. Not only is the work carefully outlined, but it is based upon two elementary textbooks placed in the hands of the pupils. This plan in the judgment of the writer is admirable. . . . . The textbook gives a definite and tangible basis. It furnishes the materials in tangible and concrete form and gives a certain continuity of subject. The pupils are reading well. They have textbooks in other subjects, notably geography. Why should they not have such books in history? The work in these grades is supplemented, moreover, by about a dozen reading books which are mostly fresh and interesting. That the pupils are reading and assimilating (and applying in the recitation) the materials of these reading references, the observer found abundant evidence. The beginning of wholesome reading habits in these grades is most desirable. The plan may well be carried further in the grades above.

The history curriculum is perhaps deficient in one respect. There should be more definite provision for civic instruction. . . . . There should be not less than one whole semester devoted to a vital study of community civics. This may be secured by reducing the time given to American history in the seventh grade. The preliminary study of American history in the fourth and fifth grades would justify such condensation in the seventh. The civics in the eighth year should center about the community, its elements, the relation of the people to the land, the relation of the land to the growth of the community, and how the community was organized to satisfy the needs of the people for education, religious work, industry, trade, and government. . .

The high school course in history departs from the conventional program in use in eighty-five per cent of the high schools of the State, in at least one respect. This is the offering of English history in the first half of the junior or senior year. This is a most desirable arrangement. English hisotrry constitutes an essential background for the advanced study of American history in the eighth year. . . . . In the judgment of the writer there might well be a condensation of the Ancient history in the second year of the high school. One semester is, in our opinion, sufficient time to present the essentials of the Ancient world. . . . . It is difficult to justify a program which devotes twice as much time to Ancient as to either American or modern European history. . . . .

There is need of clearer definition of aims in their work on the part of the teachers. They should know more definitely why they are teaching history and the relation of everyday work to comprehensive and particular aims. They should feel strongly that the fundamentally important thing is to reveahow the present has grown out of the past. They should acquire "social ized" points of view in their teaching of history. That is to say, they should

learn to view the great social, industrial, and political problems of the America of to-day in the light of their historic development.

On the side of teaching technique in history, there is need of more unified organization of the subject for classroom instruction. Stress was placed on the so-called "problem" recitation in the conferences. This presents a mode of attack which has both pedagogical and social value. In the reviews there may be more use of the continuous or "longitudinal" topic. This provides perspective as well as new combinations of the materials of study. . . . . In the advanced grades and the high school there needs to be more systematic reading on the part of the students. . . .

There should be more definite provision for constructive applications of history work. The content of history is woven into the fabric of children's minds only if given practical significance by actual uses. If one's knowledge of historical facts,—dates, names, places, events,—were constantly put to actual uses in the stress and strain of everyday life, as is one's knowledge of number relations or of the facts of nature, for example, there would be fewer embarrassing *lacunae* in one's stock of historical knowledge. The means of making concrete and constructive applications of historical ideas are well nigh innumerable. The sand-table for showing configuration and position; outline maps for bringing out facts of population, climate, soil, election results treaty provisions, representation of historical scenes and characters—by dramatic portrayal; the imaginative letter, journal, diary, written by pupils as from the distant past,—all have high value as means of putting to use ideas gained in the recitation hour.

In conclusion, the writer urges that the teachers study the problems of historical instruction. Let them consider the merits of the "problem" recitation, for example, as set forth in Parker's *Methods of Teaching in High Schools*, ch. ix, or in the *Teachers College Record* for September, 1915. They should become familiar with some of the newer books of special method, such, for example, as the informing book by Professor Johnson on *The Teaching of History in Elementary and Secondary Schools*. They may well come together for an occasional conference similar to the ones held on the days of the visitation. In such manner may the teaching of history become the vital work it is so highly capable of being.

CHAPTER VI.

REPORT OF HIGH SCHOOL INSPECTOR

Decided progress has been made in the high school situation in Indiana during the last two years as evidenced in the increased number of commissioned schools, in the material improvement of both the buildings and their equipments, in the readjustment of the school programs in which the effort is made to adapt it to the needs of the pupils and also in the better trained and more experienced high school teacher. Perhaps, the ideal should be an efficient high school for every township in Indiana, not necessarilly an expensive or an elaborate one, but one that shall meet the needs of the boys and girls of that particular community in building and equipment, as well as curriculum and teachers. While this ideal may not be reached soon, the fact remains that every township trustee in the state is required by law to either furnish a high school for his own pupils or transfer all pupils entitled to high school privileges to a high school in some other township. These schools have been generally built up by having one or two—usually two—years taught at first at a central point in addition to the regular grade work, the following two years, the third and fourth years were added and if the school had maintained a seven months' term each year it could be certified and if it had maintained an eight month's term for four years it could be commissioned, provided it meets the requirements set by the State Board of Education.

The growth of commissioned high schools in Indiana as shown by various reports has been as follows:

In 1901-1902, there were 185, in 1911-1912, 365, in 1914-1915, 485 and 1915-1916, 535, making a total of fifty high schools that were commissioned during the last school year.

Forty-eight public high schools have received their first commissions and two private schools have received their first certificates of high school equivalency during the last school year. This is a very satisfactory progress for one year and manifests a splendid school spirit on the part of both the school officials

and patrons of the communities where such schools have been established.

Graduates of certified and commissioned high schools only, may take the twelve weeks additional training and thus prepare themselves to teach school. While graduates of certified schools may qualify to teach only. Graduates of commissioned high schools may in addition to being qualified to teach enter the Freshman class of the colleges and universities of this state and other states without examinations or conditions. One may therefore easily understand, why parents are anxious to have their children graduate from a commissioned high school, why they are willing to have the school officials spend any amount of money necessary, in order to have such a school and why in some communities where officials consider the dollar of more importance than adequate facilities for educating the children, such pressure of various kinds is brought to bear upon the school authorities as to compel compliance with the people's wishes. All of which is only another indication that the people may always have what they really want and are willing to pay for. School corporations are not encouraged to try to organize a high school unless the tax valuation of that corporation is large enough to produce sufficient revenue with which to maintain a good high school, and yet one county with an average township valuation of less than a quarter of a million each, maintains four commissioned high schools which are fully meeting the requirements because the people are determined to have good schools, the teachers have caught the spirit and the work prospers.

The second factor mentioned above as evidencing the progress of our high schools, viz: the material improvements of both buildings and their equipment, is even more significant than the increase in the number of commissioned schools.

It is the duty of the High School Inspector to visit the high schools of the state as often as it can be done, which is about once in two years, except that the newer schools and those needing encouragement and assistance are visited oftener and to see that all certified and commissioned schools are keeping up to standard and that others desiring admission to either of above classes meet the requirements of that class, to advise with school officials as to any needed improvements and with the faculty relative to any questions that pertain to the professional side of the school work.

Many schools are housed in buildings that are entirely unsatisfactory for various reasons; some are over-crowded, because both the high school and grades are required to use the same rooms, usually with some slight changes, that formerly accommodated only the grades, others are housed in old dilapidated buildings that are poorly ventilated, poorly lighted and heated with the old fashioned stove, that has been doing service for the last twenty-five to forty years, in such cases school officials are required either to replace such inadequate buildings with new modern ones, or to so remodel and add to the old building that it meets the needs of the school. A certain standard for school buildings has been fixed by law, by the State Board of Health and by the State Board of Education, and this standard must be met by trustees if they desire to maintain either a certified or a commissioned high school. Up to the present time, no school community that really wants a good high school has failed to secure one. In communities, where tax valuation is low it has necessarily taken a longer time to build up a good physical plant than in some other places, but the old adage, "where there is a will there is a way" applies here with special significance. Many buildings were found whose walls were dingy, dark and dirty, whose desks were those that had been brought in from the one-room schools, this is especially true in township consolidated high schools. Some of them were single, many were double, all had the ear marks of time and showed the effects of a generation of jackknives in the hands of energetic boys who probably couldn't solve their problems and felt that their time should be fully occupied. The inspector has uniformly insisted that all ceilings and walls be cleaned and tinted, the ceilings in ivory and the walls in light tan, and that all old desks that cannot be redressed and properly refinished be replaced, with new single ones.

It is a great pleasure to revisit these schools later, and find all recommendations for definite improvement carried out, and usually no one is more proud of these improvements than the trustee himself. But the recommendations and improvements do not stop here. In addition to tinted walls one may find good school pictures in every school room and occasionally a small flag draped in front of the room. It is recommended that a good flag, even a small one, be made a part of the decoration of every school room.

In addition to these rather permanent or house improvements, which usually attract the attention of a visitor upon entering the building, the matter of heating, lighting, ventilating and the toilet system must usually be given very careful attention. The first three items are generally taken care of in a satisfactory way, especially in the newer buildings, as both the law and the rules of the State Board of Health require all new buildings to be constructed according to certain fixed standards. The toilet systems in connection with the buildings, especially the older ones, are not so well provided for. In fact many outside toilets are absolutely unfit for use, immoral and a discredit to the community in which they exist. It is only fair to the patrons of such communities to believe that they do not know the real situation in reference to this matter, otherwise it would not be tolerated. However, it is the duty of the trustee or school board, to know the situation first hand and to provide substantial, adequate toilets for boys and girls as far apart as the size of ground will permit (not too far from school building, however). These buildings should be painted inside and out with suitable screens about them, and made and kept as neat as possible. It is up to the principal, through the janitor, to see that these buildings are in order all the time by giving the matter his personal, constant attention. The High School Inspector will continue to insist upon a big improvement here, and if necessary to get results, will recommend a discontinuance of a certificate or commission until the unsatisfactory condition is made right.

All certified as well as commissioned schools are being inspected as these have not been personally visited heretofore and some are found very much below the required standard. However, with the hearty support of the County Superintendents which is cordially given, better conditions are prevailing. In general, Township Trustees are ready to make any necessary improvement as soon as their attention is properly directed to the matter.

In addition to the foregoing improvements under way, the reference libraries, the physics laboratory supplies, the domestic science supplies and in fact all school equipment necessary for the conduct of a good high school, are being brought up to standard by school trustees upon the recommendation and request of the proper school officials.

Marked progress has also been made in many schools in an effort to more nearly adapt the curriculum and teaching to the

needs of the pupils. The charge has been made by certain magazines and platform speakers that the public schools were not getting anywhere, were not properly functioning, in short, that the whole system was a failure, judged by results. While no school man or woman who is on the firing line, and really knows the situation first hand, admits such erroneous charges, the fact remains that courses of study and school methods were not keeping pace with the rapid improvements in other fields of human endeavor. The boy or girl who desired a collegiate training was very well taken care of, but the other eighty or ninety per cent. were not trained for anything in particular. Under the operation of the vocational law passed four years ago, all of this is changed. Various vocational as well as pre-vocational courses are offered in practically all high schools, although much of it in the smaller schools is rather crude as yet, however, it is improving and will continue to improve as rapidly as suitable teachers are trained for this special work. Various elective courses are now offered in many high schools, so that pupils are no longer compelled to take certain courses not in harmony with the plans which they hope to carry out. This variety of choice plus the vocational and pre-vocational subjects give a pupil an opportunity to find himself which is one of the big things offered by a modern high school. A few high schools, conscious of their opportunities and duties are offering their pupils definite courses in vocational guidance and have definite plans for teaching their pupils how to study and are really working out their plans. There is no more important subject to which high school teachers can direct their special study than that of vocational guidance nor can they render a greater service to their pupils than first to discover for each pupil his real dominant interest and aptitude and second to so develop this ability that as an efficient member of society he may go directly to his chosen work. Even if a boy does not find himself as he passes through the high school, and there will be many who will not, he may form the habit of doing a good day's work every day, of being industrious and faithful in everything. He may learn to be on the square and play the game according to the rules. As the late William James says:

> "Let no youth have any anxiety about the upshot of his education, whatever the line of it may be. If he keeps faithfully busy each hour of the working day, he may safely leave the final result to itself. He can with perfect certainty, count on waking up some fine morning, to find himself one of the competent ones of his generation in whatever pursuit he may have singled out."

The department would like to encourage all high school faculties to give the above topics—vocational guidance and supervised study, serious consideration, as in them lie opportunities for rendering a new service to their pupils.

The greatest impediment in the path of the progress of our high schools is the teacher himself, the inexperienced teacher, the teacher with too little scholastic and normal training, too immature to know how to lead boys and girls in many instances older than themselves. The teacher with too little red blood in his system. The chief reason for employing such teachers is that they can be had for a small salary. Until school trustees thoroughly understand that in order to have a first rate school, they must employ teachers with a first rate college training at a first rate salary. After all is said and done the fact remains that the teacher makes the school. A teacher with enthusiasm, with a vision and with that poise so much needed in all walks of life, is to be desired above all things else, if the school is to prosper.

But the high school teaching force of the state is improving as the high school reports for 1916-1917 show, that is the aggregate number of years of all teachers of 1916-1917 spent in college and normal school is greater than any previous year. Many County Superintendents and School Trustees have said: "We have the best faculty this year we have ever had, three out of four are college graduates and the fourth has had two years' normal training" or something similar to this. Some counties by unanimous agreement of County Board, employ only college or normal graduates as high school teachers, but of course, such counties pay good salaries. Many counties refuse to employ high school teachers who have less than two years' collegiate training. In this way the standard is being gradually raised and the high school teacher who is willing to continue to teach on one years' training with a one-year license will soon find himself out of the running, and not wanted by any progressive school trustee. Many high school teachers with limited college training, who can not afford financially to drop teaching a year to continue their college course, are nevertheless doing the next best thing by spending from six to twelve weeks each summer in some normal school or college continuing their further preparation for better teaching. The important thing for all teachers is to keep wide awake, to know what is going on in the school work, to keep up with the procession, open-minded and ready to try any new plan or method that has been found worth while by others. Many teachers have

lost step and don't seem to know it. In fact, they will not accept suggestions, they must be either rejuvenated or pensioned, the latter in many cases would be the better solution in the best interest of the school. A cheap teacher is usually the most expensive item in any school budget, but some school trustees require several years' experience before this fact is appreciated.

COMPARISON OF LENGTH OF HIGH SCHOOL AND GRADE TERMS.

During the past year many schools were visited in which the high school term was longer than the term of grades in same school by from one-half month to two months. So many such schools were found in the course of the year that the State Board of Education at its March, 1916, meeting instructed the High School Inspector to make an investigation of the situation relative to various lengths of high school and grade terms and report findings to the Board at a later meeting. In accordance with this instruction a questionnaire was sent to each County Superintendent requesting first the entire number of high schools in the county, whether conducted for one, two, three or four years; second to indicate whether each school is a commissioned, certified, accredited or a school with no standing and third to indicate the number of months both high schools and the grades continue.

From answers to above questions and from other statistics on file in this Department, the following table has been completed.

TABLE I.

Showing by Counties length of terms of both grades and high schools in corporations where high schools are mantained.

COUNTY	No. high schools in county reported April 15, 1916.	No. high schools whose terms are same length as grades.	No. high schools whose terms are longer than terms of grades.	No. high schools whose terms are longer than grades by				No. commissioned high schools.	No. certified high schools.	No. accredited high schools.	No. schools with no standing.	No. commissions, certificates and accreditments that expired June 30, 1916.
				2 Mo.	1½ Mo.	1 Mo.	½ Mo.					
Adams	7	3	4	1	1	2	.....	4	.....	.....	3	1
Allen	7	5	2	.....	.....	.....	2	6	.....	1	.....	3
Bartholomew	7	3	4	.....	.....	2	2	4	.....	3	.....	3
Benton	11	11	.....	.....	.....	.....	.....	8	3	.....	.....	5
Blackford	3	2	1	.....	.....	1	.....	3	.....	.....	.....	1
Boone	6	2	4	2	.....	2	.....	6	.....	.....	.....	3
Brown	3	1	2	.....	.....	2	.....	1	2	.....	.....	1
Carroll	10	3	7	.....	.....	6	1	6	2	2	.....	2
Cass	10	4	6	.....	.....	6	.....	9	1	.....	.....	5
Clark	6	2	4	1	1	2	.....	3	2	.....	1	1
Clay	8	3	5	.....	4	1	.....	4	3	1	.....	3
Clinton	9	3	6	.....	.....	3	3	8	1	.....	.....	3
Crawford	5	1	4	.....	.....	4	.....	4	.....	.....	1	1
Daviess	10	2	8	2	.....	6	.....	5	2	.....	3	2
Dearborn	7	5	2	1	1	.....	.....	2	.....	2	3	.....
Decatur	13	13	.....	.....	.....	.....	.....	6	.....	.....	7	.....
DeKalb	7	5	2	.....	.....	2	.....	7	.....	.....	.....	2
Delaware	11	3	8	.....	.....	6	2	10	.....	.....	1	4
Dubois	7	2	5	2	.....	3	.....	3	4	.....	1	1
Elkhart	10	8	2	.....	.....	2	.....	9	.....	1	.....	1
Fayette	8	6	2	.....	.....	1	1	1	3	2	2	1
Floyd	3	2	1	.....	.....	1	.....	2	1	.....	.....	1
Fountain	9	7	2	.....	.....	2	.....	8	.....	1	.....	.....
Franklin	8	8	.....	.....	.....	.....	.....	1	.....	.....	7	.....
Fulton	8	4	4	.....	.....	4	.....	5	3	.....	.....	4
Gibson	11	5	6	.....	.....	6	.....	8	2	.....	1	4
Grant	10	7	3	.....	.....	2	1	9	.....	.....	1	1
Greene	12	4	8	.....	.....	5	3	6	4	1	1	3
Hamilton	11	3	8	.....	4	4	.....	8	2	.....	.....	4
Hancock	11	6	5	.....	.....	3	2	7	2	2	.....	3
Harrison	10	1	9	.....	.....	9	.....	1	8	1	.....	1
Hendricks	12	3	9	.....	.....	8	1	10	.....	1	1	3
Henry	13	5	8	.....	.....	8	.....	10	.....	1	2	5
Howard	5	2	3	.....	.....	3	.....	5	.....	.....	.....	3
Huntington	12	6	6	.....	1	5	.....	5	7	.....	.....	5
Jackson	10	4	6	1	.....	4	1	7	1	1	1	5
Jasper	5	5	.....	.....	.....	.....	.....	3	.....	.....	2	.....
Jay	8	5	3	1	.....	2	.....	7	.....	.....	1	1
Jefferson	8	.....	8	2	.....	6	.....	3	5	.....	.....	5
Jennings	11	8	3	.....	.....	3	.....	1	5	.....	5	2
Johnson	10	3	7	1	.....	6	.....	10	.....	.....	.....	3
Knox	14	6	8	.....	.....	8	.....	12	.....	2	.....	.....
Kosciusko	15	6	9	.....	.....	9	.....	11	3	.....	1	5
Lagrange	14	6	8	.....	.....	8	.....	6	.....	2	6	.....
Lake	13	13	.....	.....	.....	.....	.....	8	1	4	.....	.....
Laporte	13	13	.....	.....	.....	.....	.....	9	.....	1	3	.....
Lawrence	11	2	9	.....	2	7	.....	4	7	.....	.....	4
Madison	7	6	1	.....	.....	1	.....	7	.....	.....	.....	.....

TABLE I.—Continued.

COUNTY	No. high schools in county reported April 15, 1916.	No. high schools whose terms are same length as grades.	No. high schools whose terms are longer than terms of grades.	No. high schools whose terms are longer than grades by				No. commissioned high schools.	No certified high schools.	No. accredited high schools.	No. schools with no standing.	No. commissions, certificates and accreditments that expired June 30, 1916.
				2 Mo.	1½ Mo.	1 Mo.	½ Mo.					
Marion	17	16	1	.....	.....	.....	1	15	1	1	.....	2
Marshall	10	6	4	.....	.....	4	.....	7	3	.....	.....	1
Martin	5	1	4	.....	.....	3	1	2	1	.....	2	.....
Miami	12	8	4	.....	.....	4	.....	6	3	1	2	1
Monroe	4	1	3	.....	1	2	.....	4	.....	.....	.....	2
Montgomery	13	5	8	.....	.....	7	1	9	4	.....	.....	3
Morgan	7	2	5	.....	.....	5	.....	6	1	.....	.....	4
Newton	5	4	.....	.....	.....	1	.....	4	.....	.....	1	.....
Noble	9	6	.....	.....	.....	2	1	9	.....	.....	.....	3
Ohio	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
Orange	4	4	.....	.....	.....	.....	.....	4	.....	.....	.....	2
Owen	6	3	3	.....	.....	3	.....	3	1	.....	2	.....
Parke	8	2	6	.....	.....	6	.....	5	3	.....	.....	2
Perry	10	3	7	3	2	2	.....	3	7	.....	.....	2
Pike	10	2	8	1	.....	7	.....	3	3	.....	4	2
Porter	10	10	.....	.....	.....	.....	.....	6	1	3	.....	.....
Posey	7	3	4	.....	.....	1	3	6	1	.....	.....	1
Pulaski	7	4	3	1	.....	1	1	6	.....	.....	1	2
Putnam	18	6	12	2	.....	10	.....	4	2	.....	12	1
Randolph	19	4	15	.....	5	8	2	16	1	.....	2	.....
Ripley	7	6	1	1	.....	.....	.....	5	.....	.....	2	1
Rush	14	9	5	.....	1	3	1	4	5	3	2	.....
Scott	3	1	2	1	.....	.....	1	2	.....	.....	1	1
Shelby	14	10	4	.....	.....	4	.....	6	.....	2	6	.....
Spencer	8	2	6	1	2	3	.....	5	1	.....	2	3
Starke	7	4	3	.....	.....	2	1	5	1	1	.....	3
St. Joseph	6	6	.....	.....	.....	.....	.....	6	.....	.....	.....	2
Steuben	10	8	2	.....	.....	2	.....	7	1	.....	2	1
Sullivan	11	5	6	3	1	2	.....	5	4	.....	2	1
Switzerland	3	3	.....	.....	.....	.....	.....	1	2	.....	.....	.....
Tippecanoe	15	13	2	.....	.....	2	.....	12	1	1	1	2
Tipton	6	1	5	.....	.....	4	1	5	.....	.....	1	2
Union	8	6	2	.....	.....	.....	2	2	.....	.....	6	1
Vanderburgh	2	2	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
Vermillion	7	5	2	.....	.....	2	.....	6	.....	1	.....	1
Vigo	11	3	8	.....	1	6	1	9	1	.....	1	2
Wabash	12	12	.....	.....	.....	.....	.....	12	.....	.....	.....	3
Warren	5	2	3	.....	.....	3	.....	3	.....	1	1	.....
Warrick	8	3	5	1	.....	1	3	2	4	.....	2	1
Washington	8	6	2	.....	.....	2	.....	3	.....	1	4	1
Wayne	13	13	.....	.....	.....	.....	.....	12	.....	1	.....	2
Wells	9	1	8	.....	.....	8	.....	5	1	.....	3	4
White	8	6	2	.....	.....	1	1	8	.....	.....	.....	1
Whitley	8	3	5	.....	.....	5	.....	7	.....	.....	1	4
Total	824	448	376	28	27	281	40	535	127	45	117	169

In addition to the above statistics the following brief summary was submitted to the State Board of Education on June 20, 1916.

Length of time the grades continue as compared with length of high school term.

376 high schools continue for a longer period than the grades of the same schools.

28 high schools continue 2 months longer.

27 high schools continue 1½ months longer.

281 high schools continue 1 month longer.

40 high schools continue ½ month longer.

In 448 high schools both grades and high school have same length.

Of the 535 commissioned high schools, 206 continue longer than the grades as follows:

14 continue 2 months longer.

18 continue 1½ months longer.

150 continue 1 month longer.

24 continue ½ month longer.

169 Commissions, certificates and accreditments expired June 30, 1916.

Without taking formal action on the above report it was the unanimous opinion of the Board that every reasonable effort should be made to have the length of all terms of the elementary schools brought up to same length as the high school term. In any event there certainly should not be more than one month's difference between the length of the terms of the elementary and high schools. While a law was passed some years ago which allowed a school corporation legally to continue the high school two months longer than the elementary schools of same corporation, if necessary, in order that the school might secure a commission. Certainly the time has come when such differences in length of terms are no longer necessary. If the high school is to do its proper work, the eighth grade pupils must come to it with a better preparation than can possibly be obtained in elementary schools of only six months term. It is, therefore, recommended that school trustees make a special effort to bring the length of the elementary school term up to that of the high school term if the best interests of both elementary and high school pupils are to be properly cared for.

The following statistics are taken from the State High School Inspector's report, submitted to the State Board of Education on June 20, 1916.

Number Commissioned High Schools	535
Number Certified High Schools	127

Number Accredited High Schools	45
Number High Schools with no standing	117
Total number of High Schools	824
Number Private Schools with Commissioned High School Equivalency.	45
Grand total	869

422 Schools have been visited and reported upon this year as follows:
48 Schools have received their first commission.
188 Commissions that have expired have been reissued.
66 Commissions have been renewed.
57 Commissions have been continued.

Total 359

9 Schools have received their first Certificate.
19 Certificates that have expired have been reissued.
7 Certificates have been renewed.
13 Certificates have been continued.
1 Certificate was revoked.

Total 49

8 High Schools have been accredited for 3 years.
6 High Schools have been accredited for 2 years.

Total 14

SALARY AND EXPENSES HIGH SCHOOL INSPECTOR.

	Oct. 1, 1914-15.	Oct. 1, 1915-16.
Salary	$2,500.00	$2,500.00
Hotel bills	200.19	347.93
Railroad fare	346.15	345.07
Stenographer	840.00	712.50
Total	$3,886.34	$3,905.50

HIGH SCHOOL STANDARDS

The Law

[Approved March 9, 1907. In Force April 10, 1907.]

Common Schools Defined.—High School Courses. 1. The public schools of the state shall be and are defined and distinguished as (a) elementary schools and (b) high schools. The elementary schools shall include the first eight (8) years of school work, and the course of study for such year (that) which is now prescribed or may hereafter be prescribed by law. The commissioned high schools shall include not less than four (4) years' work, following the eight years in the elementary schools. The high school course in noncommissioned high schools shall be uniform throughout the state and shall follow a course to be established and amended or altered from time to time as occasion may arise, by the State Board of Education.

High School Studies. The following enumerated studies shall be taught in all commissioned high schools throughout the state, together with such additional studies as any local board of education may elect to have taught in its high school: Provided, That such additions shall be subject to revision of the State Board of Education. Mathematics: Commercial arithmetic, algebra, geometry. History: United States, ancient, mediaeval or modern. Geography: Commercial or physical. English: Composition, rhetorid. Literature: English, American. Language (foreign): Latin or German. Science: Biology, physics or chemistry. Civil government: General, state. Drawing. Music.

[Approved February 22, 1913. In force May 1, 1913.]

Vocational Education:

Sec. 5. Elementary agriculture shall be taught in the grades in all town and township schools; elementary industrial work shall be: English, 3 units; Foreign Language, 2 units; Mathematics, 2 units; Natural Science, 1 unit; History, 1 unit and 7 (respectively 6) additional units to be taken in the above or other subjects, as the school authorities may determine.

In place of either two units of mathematics or two units of a foreign language, a substitution, if previously authorized by the State Board of Education, may be allowed 2 units, consisting of a second unit of history and a second unit of natural science.

The privilege of making such substitution for mathematics or foreign language is accorded by the State Board to pupils as individuals, *not in classes*, and application for the same must come from the school authorities at the opening of the term. Blanks for this purpose are supplied by the Department of Public Instruction, on request.

Application for substitution should be made early in the school year.

On December 17, 1912, the State Board of Education declared by resolution "that the minimum length of the recitation period in a Commissioned and Certified High School shall be forty minutes".

On January 14, 1913, the State Board of Education declared by resolution that "not less than two periods of laboratory work shall be considered as equivalent to one period of recitation. It is recommended that the two periods of laboratory work be consecutive periods and that two such double periods be used each week."

On January 22, 1915, The State Board of Education declared by resolution that "the State Department of Education be authorized on application of any Board of Trustees of any school, city or town or any Trustee of any school township to be permitted to give one-half unit of credit in the High School Course of Study for the Course of Bible Study conducted on a syllabus prepared by a joint committee of the Indiana Association of Teachers of English and the High School Section of the Indiana State Teachers Association and conducted under the rules prescribed by such syllabus to grant such school authorities the required permission."

(These syllabi may be secured by addressing the "Echo Press," Shortridge High School, Indianapolis, Price ten cents per copy.)

For further information and list of questions, address Supt. E. L. Rickert, President Board of Control, Connersville, Ind.

On May 6, 1915, the State Board of Education declared by resolution that "in all Township Commissioned and Certified High Schools the trustee shall employ teachers endorsed by the County Superintendent of Schools of the County in which said high schools are located."

On March 9, 1916, the State Board of Education declared by resolution:

(a) "That the best interests of pupils of non-commissioned high schools require that no teacher attempt to teach more than two years work in any such schools.

(b) "That should any township trustee require or permit any teacher to attempt to teach more than two years' work in any non-commissioned high school, pupils from such schools shall not be allowed advanced standing after October, 1916, in any certified or commissioned high school except upon a thorough and satisfactory examination in all subjects for which credit is desired.

(c) "That any certified or commissioned high school that violates the above resolution shall forfeit its certificate or commission."

On March 9, 1916, the following report was adopted by the State Board of Education:

"*To The School Officials of Indiana*:

We, your committee appointed to confer with the State Board of Accounts regarding the purchase of supplementary books, desk books, and other necessary school book supplies, report that in the opinion of your committee:

(1) Desk books used in the instruction of classes should be the property of the school rather than of the individual teacher, in order that the teacher's desk may be supplied at all times with the adopted books belonging to the grade or grades taught by such teacher.

(2) The schools should require the purchase and use of the uniform text books adopted by the State Board of Education for use in the public schools of the State.

(3) Concerning the purchase of supplementary books, we believe that the best interests of the schools will be served by providing a reasonable number of suitable books, that have been recommended by the State Board of Education for such purpose. For the guidance of school officials, a price list, giving the names of the supplementary books recommended and the price thereof, will be prepared by the State Board of Education and mailed to school officials. In selecting such books the school board of the city or school town should secure the written approval of the city superintendent or town superintendent and the school trustees of the townships should secure the written approval of the county superintendent as to amount, material and price of the books to be secured. Such written approval shall be on file in the office of the school boards and township trustees for the inspection of the field examiners of the State Board of Accounts.

(4) In the purchase of maps, globes, encyclopedias, dictionaries, and charts, we recommend that the written approval of

the county superintendents, in their respective counties for the townships and the city superintendents and town superintendents in the respective cities and towns, as to amount, material and price be obtained before any purchase is made. Such written approval shall be on file in the office of the school boards and township trustees for the inspection of the field examiners of the State Board of Accounts.

Also for the guidance of such school officials, the price list named above will give the names of the maps, globes, encyclopedias, dictionaries, charts, etc., and the price thereof that are recommended by the State Board of Education."

The above is an exact copy of the minutes of March 9, 1916, of the State Board of Education.

THE STATE BOARD OF EDUCATION,
By Charles A. Greathouse, *President.*
W. W. Parsons, *Secretary.*

HIGH SCHOOLS.

The high schools in Indiana are classified as follows: Commissioned, Certified, and Accredited.

I. COMMISSIONED. Commissions are issued by the State Board of Education to high schools upon inspection, provided they meet the following requirements:

a. Equipment.

1. Building.—The building must be of size sufficient to meet the needs without crowding, it must be properly heated and lighted, and it must have sanitary toilets.

2. Library.—The library must be equipped with good, trustworthy encyclopedias, reference books and books on general literature.

There must be enough books to meet the legitimate needs of good school work. The library must be a growing one, additions being made each year.

3. Laboratories.—The laboratory must be fully equipped to do well the sciences taught in the school. The laboratory, like the library, must grow each year.

b. Teaching and Teachers.

1. Teaching.—The teaching in the high school and also in the grades below the high school must be good.

2. Teachers.—At least two teachers must give all their

time to high school work. One of the teachers in the high school must be a graduate of a standard four years' course in a standard college or a standard three years' course in a standard normal school, or the equivalent.

c. The Course of Study.

1. Length.—The minimum length of the course is thirty-two months. A high school can not be commissioned until it has maintained an eight months' term for three consecutive years, and its commission can not become effective until the senior class has had thirty-two months of high school work.

2. Subjects.—The course of study must provide for the subjects legally necessary, and such other subjects as local authorities deem advisable, and are approved by the State Board of Education.

3. Continuity.—A few studies pursued one, two or three years are preferable to many studies taken for short periods. No science should be taught for a term of less than one year.

4. Music and Drawing.—Provision must be made for systematic instruction in each of these subjects for one period a week or the equivalent throughout the course.

5. Agriculture or Industrial Training and Domestic Science must be taught five periods per week during one school year or the equivalent.

6. College Entrance.—All courses that prepare for college should provide for at least three years of foreign language.

d. Records.

1. Work.—Complete records must be kept, showing the academic progress of each pupil.

2. Advanced Standing.—When a pupil is admitted from another school the record must show what standing was given and why.

II. CERTIFIED. Certificates are issued by the State Department of Public Instruction to high schools upon information given on blank reports sent out for that purpose, provided such information shows that the high schools meet the following requirements:

a. Equipment.

1. Building.—(Same as for a commissioned school.)
2. Library.—(Same as for a commissioned school.)
3. Laboratories.—(Same as for a commissioned school.)

b. Teaching and Teachers.

1. Teaching.—(Same as for a commissioned school.)
2. Teachers.—(Same as for a commissioned school.)

c. The Course of Study.

1. Length.—The minimum length of the course is twenty-eight months. A high school can not be certified until it has maintained a term of seven months for three consecutive years. And the certificate can not become effective until the senior class has had twenty-eight months of high school work.
2. Subjects.—(Same as for a commissioned school.)
3. Continuity.—(Same as for a commissioned school.)
4. Music and Drawing.—(Same as for a commissioned school.)
5. Agriculture, Industrial Training and Domestic Science. —(Same as for a commissioned school.)

d. Records.

1. Work.—(Same as for a commissioned school.)
2. Advanced Standing.—(Same as for a commissioned school.)

III. ACCREDITED. Every child in the state is entitled to free school privileges in both elementary and secondary schools. School trustees are required to furnish the opportunity for such training. When no high school privileges are offered by a corporation the trustee must grant transfers to pupils eligible to attend high school when requested to do so.

There are a large number of noncommissioned high schools in the state that are doing excellent work. In order that they may accomplish much good, and to obviate the burden of indiscriminate transfers, the following plans are recommended:

1. The principals of all the high schools in a county, both commissioned and noncommissioned, should meet and arrange a course of study for the noncommissioned high schools which will enable pupils to do two or three years' work in the noncommissioned high schools, receive full credit for time spent and work done, enter a commissioned high school and complete the entire course in the same length of time that would have been required if all the work had been done in a commissioned high school.

This arrangement, of course, would be possible only when the

term of the noncommissioned high school is for eight months or more.

2. In noncommissioned high schools having terms of less than eight months, arrangements should be made to have all high schools in the county begin at the same time, and the work of the noncommissioned high schools should be so planned that the pupils can do six or seven months' work in the home school, receive credit for same, and then arrange, if possible, to complete the year's work in a commissioned high school.

Either of the foregoing plans will have the approval of the State Board of Education and such noncommissioned high schools, upon request, will be granted certificates of equivalency recognizing their work as the equivalent of the same amount of work done in a commissioned high school.

3. In counties where co-operation as outlined above is not easily effected, the work of noncommissioned high schools which maintain satisfactory standards will receive from the State Board of Education certificates of equivalency recognizing the work done as the equivalent of the same amount of work done in a commissioned high school. In schools where one teacher does all the high school work, not more than two years' work should be included in the course.

ADOPTED TEXTBOOKS FOR HIGH SCHOOLS

	Contract Price	Exchange Price
Wells & Hart, New High School Algebra. D. C. Heath & Co.	$1.08	$0.72
Wentworth & Smith, Plane and Solid Geometry. Ginn & Company	1.17	.78
Webster's Ancient History. D. C. Heath & Co	1.35	.90
Harding's New Mediaeval and Modern History. American Book Co	1.35	.90
James and Sanford's American History. Chas. Scribner's Sons	1.25	.70
Garner's Government in the United States. American Book Co	.90	.60
Thomas, Howe & O'Hair, Composition and Rhetoric. Longmans, Green & Co	.90	.45
Moody, Lovett & Boynton, First View of English Literature and First View of American Literature (bound in one volume). Chas. Scribner's Sons	.90	.60
D'Ooge, Latin for Beginners. Ginn & Company	.90	.60
Walker's Caesar, 4-book edition. Scott, Foresman & Co	.90	.45
Walker's Caesar, 7-book edition. Scott, Foresman & Co	1.13	.75
Johnston & Kinger's Cicero, 6 orations. Scott, Foresman & Co	.90	.45
Johnston & Kingery's Cicero, 10 orations. Scott, Foresman & Co	1.13	.75
Knapp's Vergil. Scott, Foresman & Co	1.26	.84
Bennett's Latin Grammar. Allyn & Bacon	.72	.40
Bennett's New Latin Composition, Complete. Allyn & Bacon	.90	.60
Vos, Essentials in German. Henry Holt & Co	.80	.54
Walter & Krause, Beginner's German. Chas. Scribner's Sons.	.90	.60
Dryer's High School Geography, Complete. American Book Co	1.17	.78
Adams Commercial Geography. D. Appleton & Co	1.07	.53
Modern Commercial Arithmetic. Lyons & Carnahan	.75	.42
Bergen & Caldwell, Practical Botany. Ginn & Company	1.22	.78
Coulter's Text Book of Botany. D. Appleton & Co	1.03	.51
Coulter's Plant Life and Plant Uses. American Book Co	1.08	.82
Andrews' Practical Course in Botany. American Book Co	1.12	.75
Andrews' Practical Course in Botany with Flora. American Book Co	1.35	.90
Linville & Kelly's General Zoology. Ginn & Company	1.41	.90
Davenport's Elements of Zoology. Macmillan Co	.97	.66
Colton's Descriptive and Practical Zoology. D. C. Heath & Co	1.35	.90
Jordan-Kellogg & Heath's Animal Studies. D. Appleton & Co	1.03	.51
Gorton's High School Course in Physics. D. Appleton & Co.	1.03	.51
Black & Davis, Physics. Macmillan Co	1.10	.75
Hoadley's Elements of Physics. American Book Co	1.08	.72

	Contract Price	Exchange Price
Millikan & Gale, A First Course in Physics (Revised). Ginn & Company	$1.18	$ .75
Bradbury's Inductive Chemistry. D. Appleton & Co	1.03	.51
Brownlee's First Principles of Chemistry. Allyn & Bacon	1.13	.75
McPherson & Henderson. An Elementary Study of Chemistry. Ginn & Company	1.18	.75
Hessler & Smith's Chemistry. Benj. Sanborn & Co	1.13	.75

COLLEGE ENTRANCE REQUIREMENTS IN INDIANA.

	Total for Entrance	Eng.	Math.	For. Lang.	Science	Hist. and Civ.	Draw.	Elective
I. U.	16	3	3	3 or 4	1	1	0	5
Purdue	15	3	2½ or 3	2	1	1	.....	5½
Butler	15	3	2½	3	1	1	.....	4½
DePauw	15	3	2½	3	0	1	.....	6½
Earlham	15	3	2	2	1	1	.....	6
Franklin	16	3	2	2	1	1	.....	7
*Hanover	15	3	3	3	1	1	.....	4
Notre Dame	16	4	2	7	1	2	.....	0
Wabash	16	3	3	3	1	1 in G. H.	.....	5
St. Mary's College	15	4	3	6	1 or 2	1 or 2	.....	0

The above requirements were furnished by the president of each institution in June, 1916.

Pupils planning to attend any particular college should write for specific information regarding the elective units they wish to offer for entrance.

The requirements of the Indiana colleges are similar to those of other states.

*Drawing, music and industrial subjects are accepted as electives.

Course of Study

	1st Year	2nd Year	3d Year	4th Year
English 3 Units Required	Classics Grammar Comp. & Rhet.	Classics Comp. & Rhet.	Classics Comp. & Rhet. Literature	Classics Comp. & Rhet. Literature
	PUBLIC SPEAKING			
Foreign Language 2 Units Required	Latin or German	Latin or German	Latin or German	Latin or German
Mathematics 2 Units Required	Algebra	Geometry	Geometry	Commercial Arith.
History 1 Unit Required		Ancient History	Mediaeval	U.S. History
			Modern	Civics
Science 1 Unit Required	Botany	or Zoology	or Physics	or Chemistry
Music	Credit 1/4	Credit 1/4	Credit 1/4	Credit 1/4
Drawing	" "	" "	" "	" "
Man. Tr. Boys	" "	" "	" "	" "
Dom. Sci. Girls	" "	" "	" "	" "
Agriculture	" "	" "	" "	" "

Required for Graduation

Must be offered in all commissioned and certified high schools

One year's work must be offered in prevocational work, Agriculture or Industrial Work for boys, and Domestic Science for Girls.

This work may be done as full time work for one year or part time work for four years.

No credit to be given until full year's work is completed.

Note 1.—U. S. History is required unless both 1 year Ancient and 1 year Mediaeval and Modern are taken.

Note 2.—Where only 2 years are offered in Mathematics the first should be Algebra and the second Geometry, however it is better to devote 1½ years to Algebra and at least 1 entire year to Geometry.

Note 3.—Physical Geography, Commercial Geography and Agriculture are not regarded as Sciences and cannot be offered as the one year of required Science.

Note 4.—It is strongly recommended that one foreign language be offered in all certified and commissioned high schools in which the enrollment is less than one hundred, unless there is some special and sufficient reason for offering two.

THE INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION.

By Supt. A. L. Trester, Martinsville, Permanent Secretary.

The Indiana High School Athletic Association was organized in 1903 by a small group of High School Principals for the purpose of managing High School Athletics to the end that such would be made clean and sportsmanlike in all particulars. The idea advanced then and which has been held to since, is that high school athletics should be governed by the pleasure and the love of the sports entered into. Direct physical, mental and moral benefits were considered of more value that the winning of the games or the mercenary gains. The Board of Control composed of three members elected by a general vote of the membership, to represent no particular districts but the good of high school athletics in the whole State, did all of the work for three years after the initial organization. A permanent secretary was then chosen to carry on such work as the Board or the State Association should decide upon. This was a necessary step because of the work of the Association and because the personnel of the Board changed in one member each year and entirely in three years. By choosing a permanent secretary the interpretations, rulings, reports, decisions, etc., of the Board and of the Association could be kept for all time and all purposes. Much credit is due to the charter members of the I. H. S. A. A. and the first Board of Control should be given especial credit for their work in getting the organization in good order.

The Association has been very fortunate in securing the services of fair-minded and efficient officers at all times and the successes of the I. H. S. A. A. is due largely to the fact that the "square deal" has been the guiding motto at all times. A mere mention of the names ofıthe officers of the I. H. S. A. A. since its organization proves conclusively the statements just made. A complete list follows: L. D. Coffman, Geo. W. Denton, J. T. Giles, C. W. Knouff, E. E. Ramsey, L. N. Hines, I. E. Neff, A. L. Trester, E. W. Montgomery, C. V. Haworth, J. H. Shock, W. A. Denny.

The membership which has been open at all times to all public high schools of the State has grown steadily since the organization of the Association. This has been true not because of any "boosting" or any special favors shown but because the schools have seen year after year the benefits accruing from membership in the

Association. Several high schools have been suspended from the Association during its life but not a single school has remained outside after the period of suspension was up. The smallest as well as the largest have been received on equal terms and the honors have gone accordingly. Absolutely no discrimination has been made in the latter particular.

The growth in membership is shown here by years beginning with 1904, 70, 101, 117, 120, 152, 188, 219, 222, 244, 258, 314, 387 and 450 for 1916.

While the growth in membership is very encouraging a more encouraging matter is the exaltation of the "gentleman athlete" and fair play at all times. Such an increase in membership plainly proves a growth in quality because school men have recognized the benefits of such membership along the quality line. The mere fact of so many schools joining year after year speaks for quality first. Principals, teachers, superintendents, pupils and the laymen all agree that the I. H. S. A. A. is the most valuable organization among the high schools of the State today. Not only has Indiana learned to value our State Athletic Association but several other States have patterned their organizations similarly to the Indiana organization. The requests for hand books and literature concerning the I. H. S. A. A. from other states have been many and wide-spread.

Principals all over the State unite in saying that the State Association is one of the best means of good discipline in their schools and communities. They have mentioned the following benefits of membership in the Association:

1. Improvement in scholarship.
2. The "gentleman athlete" is honored.
3. Local pressure relieved by having final decisions rendered elsewhere by a disinterested Board.
4. Standards of eligibility uniform in all schools.
5. Student management removed.
6. Better feeling between schools.
7. Contracts must be carried out.
8. The "ringer" banished.
9. Interpretations made uniform.
10. Better officials secured.
11. An efficient way of dealing with other organizations.

There are some things sadly needed, however, to make the I. H. S. A. A. stand for all that it should. Much room for improvement is seen in many places and many problems are yet unsolved. Foremost among these are the following:

1. Elimination of the so-called physical director who is nothing more than a paid coach.
2. Higher standards among Principals and coaches. The I. H. S. A. A. at present is just as strong as the individual Principals and just as weak also.
3. Better official work. State and sectional conferences for officials, coaches and managers would help much here.
4. Elimination of the importation of players.
5. Elimination of the idea that the team is the whole of high school athletics and that to win is the one and only thing to be sought for.
6. "Sport for sport's sake" should be the motto of all high schools. The benefits of winning, of physical training, of moral training, etc., will follow the spirit of such a motto.
7. Recognition by the State Public School System that there is a voluntary organization in the State of 450 high schools, which is doing a noble and much needed work in caring for the physical side of the education of the boys and girls in these high schools.

INDIANA HIGH SCHOOLS AS RELATED TO NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

By Prof. H. G. Childs, Indiana University, Inspector for the North Central Association for Indiana.

Before 1870, the normal method of entrance to college was by examination. In that year, the University of Michigan inaugurated the policy of admission to college through the examination and accrediting of preparatory schools rather than of individual students. The practice spread to other states of the North Central Section, but the diversity in standards became so great in the different states that the North Central Association of Colleges and Secondary Schools, was formed as a voluntary organization to maintain the highest educational standards and to provide uniform conditions for college entrance.

The colleges admitted to this association must have such an endownemt or annual tax income as to insure stability and reasonably high standards relative to teaching qualifications and equipment.

The secondary schools belonging agree to maintain the standards enumerated below and in return their graduates are admitted to all the colleges of the association without examination.

The chief advantage, other than admission to the leading colleges and universities of many states without examination, is the stimulation of local pride on the part of school authorities that results in maintaining much higher standards of teacher preparation, equipment, and courses of study than would otherwise be provided.

In all the states represented, the Northern Central Association list of accredited secondary schools represents, in large part, an honor list of the high schools maintaining the highest standards.

Through representation on the commission on Secondary Schools of the association and through suggestions in the annual report blanks, high school principals have a prominent part in the determination and administration of the standards of the Association.

Indiana High Schools whose standards conform to those of the North Central Association and which desire membership in that organization should address the Professor of Secondary Education, Indiana University requesting application forms and inspection.

Standards applying to accredited secondary schools of the North Central Association:

THE FOLLOWING CONSTITUTE THE STANDARDS FOR ACCREDITING SECONDARY SCHOOLS FOR THE PRESENT YEAR.

1. No school shall be accredited which does not require fifteen units for graduation. More than twenty periods per week should be discouraged. The school year shall consist of a minimum of thirty-six weeks, such standard to be in effect on and after September 1st, 1918.

(A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred and twenty sixty-minute hours of classroom work, two hours of manual training or laboratory work being equivalent to one hour of classroom work.)

2. All teachers teaching one or more academic subjects must satisfy the following standards:

A. The minimum attainment of teachers of academic subjects shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools requiring the completion of a four-year course of study or 120 semester hours in advance of a standard four-year high school course. Such requirement shall not be construed as retroactive.

B. The minimum professional training of teachers of academic subjects shall be at least eleven semester hours in education. This should include special study of the subject matter and pedagogy of the subject to be taught. Such requirements shall not be construed as retroactive. (For the succeeding year the Board will interpret courses in education as the same courses are interpreted by the colleges or universities offering them.)

C. If a teacher, new to a given high school, does not fully meet the requirements of the above standards but, in the opinion of the inspector, possesses the equivalent of the training prescribed, the inspector shall submit to the Board of Inspectors, a statement concerning the training, experience and teaching efficiency of the said teacher, together with his recommendation. The Board shall, on each case presented, make a decision.

3. The number of daily periods of classroom instruction given by any teacher should not exceed five, each to extend over at least forty minutes in the clear.

The Association holds that no teacher should be required to conduct more than thirty classroom exercises or recitations a week; while it advises that the maximum should be twenty-five exercises a week.

For interpreting this standard in connection with laboratory work in science and in vocational subjects as hereafter defined in connection with study room supervision, a double period may be counted as the equivalent of one classroom exercise, provided that no combination of such work amounting to more than thirty-five periods a week be required of any teacher.

4. Laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught.

5. The location and construction of the buildings, the lighting, heating,

and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

6. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

7. The association will decline to consider any school whose teaching force consists of fewer than four teachers of academic subjects exclusive of the superintendent. The association recommends the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects into schools where local conditions render such introduction feasible, but the inspectors will hold that a sufficient number of qualified teachers must be added to provide adequately for such instruction.

8. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Schools in good standing will make a complete report on teachers once in five years; but full data relative to changes should be presented annually.

9. No school whose records show an excessive number of pupils per teacher, based on average attendance, shall be accredited. The association recommends twenty-five as a maximum. No recitation class should enroll more than thirty pupils.

10. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the association.

11. The agent of communication between the accredited schools and the secretary of the commission for the purpose of distributing, collecting, and filing the annual reports of such schools and for such other purposes as the association may direct, is as follows:

(a) In states having such an official, the inspector of schools appointed by the state university. (b) In other states, the inspector of schools appointed by state authority, or, if there be no such official, such person or persons as the secretary of the commission may elect.

The association is conservative, believing that such policy will eventually work to the highest interests of all. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment and esprit de corps, of such character as will unhesitatingly commend them to any educator, college, or university in the North Central territory.

LIST OF ACCREDITED INSTITUTIONS IN INDIANA

Higher:

Butler College, DePauw University, Earlham College, Franklin College, Hanover College, Indiana State Normal School, Indiana University, Notre Dame University, Purdue University, Rose Polytechnic Institute, Wabash College.

Secondary Schools:

Alexandria
Anderson
Attica
Bedford
Bloomington
Bluffton
Brazil
Bremen
Clinton
Columbia City
Columbus
Connersville { High School, Elmhurst School }
Crawfordsville
Crown Point
Culver Military Academy
Decatur
Delphi
East Chicago
Elkhart
Evansville
Fort Wayne
Frankfort
Franklin
Gary (Emerson and Froebel)
Goshen
Hammond
Hartford City
Howe School
Huntington
Indianapolis { Manual Training, Shortridge, Technical }
Jeffersonville
Kendallville
Kokomo
Lafayette
LaGrange
LaPorte
Lawrenceburg
Lebanon
Ligonier
Logansport
Madison
Marion
Michigan
Mishawaka
Monticello
Mount Vernon
Muncie
New Albany
New Carlisle
Noblesville
North Manchester
Peru
Plymouth
Princeton
Rensselaer
Richmond
Rochester
Rockport
Rushville
Shelbyville
Sheridan
South Bend
Sullivan
Terre Haute { Garfield, Normal Training, Wiley }
Union City
Valparaiso
Vincennes
Washington
West LaFayette
Whiting
Winchester

States represented in the North Central Association, and the number of secondary schools accredited in each:

Arizona (2), Colorado (38), Illinois (163), Indiana (78), Iowa (72), Kansas (73), Michigan (112), Minnesota (85), Missouri (61), Montana (23), Nebraska (67), North Dakota (33), Ohio (177), Oklahoma (20), South Dakota (23), Wisconsin (96), Wyoming (5).

Total number of states 17
Total number of North Central Asssociation Secondary Schools . . . 1,128

THE JUNIOR HIGH SCHOOL.

By Supt. E. N. Canine, East Chicago, Ind.

The following is a discussion of the *Junior High School* at East Chicago, Ind., by Superintendent Edwin N. Canine who is making very satisfactory progress in establishing a real Junior High School.

The following discussion, program and course of study for six years Junior and Senior High School work are well worth the careful study of anyone interested in a thoroughly progressive school system that is meeting the requirements of her school population in a very satisfactory way.

The East Chicago Public School System.

General Organization:

In September, 1914, the East Chicago school system was organized on the three-three, three-three plan, more commonly called the six-six plan. The primary school consisting of grades one, two and three, is preceded by one year of kindergarten. Grades four, five and six make the intermediate school. For convenience these two schools are called the elementary school.

The junior high school consists of the seventh, eighth and ninth years and the senior high school of the tenth, eleventh and twelfth years.

The distinctive features of the system are:

1. The primary school is not departmental.
2. The intermediate school is partly departmental.
3. The *common school* work is *completed* in the *seventh year.*
4. *Five years* are devoted to *high school subjects.*
5. First year college work may be elected in the twelfth year.
6. All class periods from the fourth to the twelfth years are sixty minutes in length.
7. Each period is divided between recitation and supervised study.
8. The school day consists of six sixty minute periods for all teachers and pupils.
9. Two and three hour courses are not tolerated except in certain drill subjects.
10. Special rooms are fitted for geography, nature, art and other subjects where special equipment is required.

The Primary School:

There may be advantages in the special teacher for each subject even in the primary school. The general opinion is that these advantages are over-balanced by the advantages of having the young child under the care of one rather than many teachers. The first three grades therefore have the traditional organization, one set of pupils with one teacher for all subjects the entire day. They are not necessarily in one room all day. They may be taken to the auditorium or other rooms for music and dramatization. They may go to the gymnasiums and playgrounds, or to rooms especially prepared for art and nature study. Supervisors may assist or take charge of the class occasionally, but the regular teacher is always with her pupils. We do not know what changes the future may bring, but this plan seems best now.

The Intermediate School.

Grades four, five and six are partly departmental. We call this the double school because two sets of pupils, reciting at alternate hours are assigned to one teacher for arithmetic, geography, and English, including language, writing and spelling. A teacher might have 5B's and 5A's, thirty to forty in each section, and each room or section would have three hours or one-half the day with that one teacher. The other half of the day is spent with special teachers in oral expression, music, art, manual training, domestic science, and physical training. Or they may spend an hour in the library where the teacher's business is to direct them in silent or interpretative reading.

This plan brings intermediate grade children largely under the influence of one teacher, but at the same time gives them the advantage of specialists in various subjects. It moreover, provides for a full use of the entire building all the time. Auditoriums, gymnasiums, shops and kitchens are no longer merely ornamental, to be used "once in a while."

If the schools are large enough for economic organization, each double school can by this means have special teachers in music, art, industrial subjects, physical training, and oral expression without any additional cost. Since these special teachers require but little supervision the ultimate cost is probably less than that of the traditional organization. There should be at least eight sections in these grades to work the plan effectively, though it might be done with fewer sections if special teachers can be found who can work in two departments, as music and art.

Special rooms are fitted up for geography. This enables a school to have a fairly complete outfit of maps, globes, charts and sand tables, without a very large cost. The same thing can be done for arithmetic and English. With special equipment in one room the work is improved and the cost not as great as would be the case if partial equipment were placed in each room. Pupils and teachers can soon learn to make the moves without serious disturbance and the change relieves any fatigue that comes from long hours in one room.

Supervised study is probably the most helpful single device in securing good work and in reducing failures, that this system has adopted.

The Program:

The day may be divided into six, seven or eight sixty-minute periods but no teacher or pupil is required to be present longer than six hours. The sixty-minute period is convenient but not vital to the organization. An eight-hour program, such as the McKinley school has, naturally provides for a larger number of pupils. The appended program of the Garfield school illustrates the organization, though a 7B grade remains in this building as a matter of convenience. The Riley school has a very similar program for double the number of sections.

THE HIGH SCHOOL:

The Washington junior-senior high school is in that part of East Chicago, known as Indiana Harbor. It accommodates the sevens, eights and nines from that portion of the city and the tens, elevens and twelves from the entire city. The Harrison junior high school accommodates the sevens, eights and nines of the East Chicago side.

The principal of the Washington school is supervising principal of both schools. The heads of departments in the senior school are likewise heads of the same departments in both junior high schools. In the Washington school senior teachers teach classes ranging from seventh to twelfth years, while junior teachers have some classes in the senior school. This gives the junior pupils the advantage of having some of the best prepared and most experienced teachers, while the opportunity for some senior work induces excellent men and women to accept junior positions.

GARFIELD BUILDING

TEACHER	SUBJECT	8:30 9:00	9:00 9:30	9:35 10:05	10:05 10:35	10:40 11:10	11:10 11:40	12:40 1:10	1:10 1:40	1:45 2:15	2:15 2:45	2:50 3:20	3:20 3:50
Brown		7B Arith 6A Arith.	21	5A Arith.	21	7B History 6A Geog.	24	5A Geog.	24	7B Gram. 6A Gram.	20	5A Sp.-Wr.	5A Lang. 20
Fultz		6B Geog.	24	5B Geog.	24	6B Sp.-Wr.	6B Lang 20	5B Sp.-Wr.	5B Lang 20	6B Arith.	21	5B Arith.	21
Baxter		4B' Wr.-Sp.	4B' Lang. 20	4A Wr.-Sp.	4A Lang. 20	4B' Arith.	21	4A Arith	21	4B Geog.	24	4A Geog.	24
Tillman		3A Arith.	22	4B2 Arith.	22	3A Sp-Wr.	3A Lang. 22	4B2 Sp.-Wr.	4B2 Lang. 22	3A Geog.	22	4B2 Geo.	22
Woodbury	Manual Training 1W							Specials		5A M. T. W.		7B-6A M. T. W.	
	Phys. Tr	5A	4A	4B'	7B-6A					5B Th. F		6B Th. F.	
	Boys Gym	5B	4B2	3A	6B								
Gillum	Phys. Tr Girls Gym									5A 5B	4A 4B2	7B-6A 6B	4B' 3A
Gillum	Dom. Sci 2W	5A M. T. W. 5B Th. F.		7B-6A M. T. W. 6B Th. F.		Lunch Specials							
Bigham	Drawing	5B M. T. W.		6B M. T. W.		4A M. T. W.		4B' Drawing		5B M. T. W.		6A M. T. W.	
	Auditorium	5A Th. F.		7B-6A Th. F.		4B2 Th. F.				5A Th. F.		7B-6A Th. F.	
Janes	Music and Expression	4A Music	Girls 4A-4B2 Study	4B'-3A Read	3A Music	5A Music	5B Music	7B-6A 6B Music	7B-6A Sp.-Wr. 6B Study	4B2 Music	Girls 5A-5B Read	4B' Music	Boys 4B'-5A Read
Owen	Reading 25	4B2 Read	Boys 5A-5B Read	Boys 7B 6A-B Read	4BI Read	5B Read	5A Read	3A Drawing		4A Read	Boys 4A-4B2 Read	3A Read	Girls 7B 6A-B Read
Williams	Special					4B2 M. T. W., 4A Th. F. Hand Work							

What is a Junior High School?

School men have not agreed on a definition. East Chicago officials believe that the following are essential factors:

1. The organization shall include grades seven, eight and nine.
2. The work shall be departmental, on the same basis as the senior high school.
3. *The Course of study must provide a richer field of material for eighth grade children than is found in the traditional common school course.*
4. Differentiation in courses and in rates of progress must be provided.

Advantages:

1. The younger children are given high school facilities within easy reach of their homes.
2. It offers a better opportunity for departmental work than does the old departmental plan. Pupils may be advanced by subjects rather than by grades.
3. It is easier to induce high grade teachers, both men and women, to enter a junior high school, than it is to get them for grades.
4. *It enables us to adapt the work more nearly to the needs of the individual children, by organizing fast, slow, and average classes, and by permitting greater choice in the selection of courses.*
5. *It enables us to give eighth grade children work much more nearly worth their while than the traditional eighth grade subjects.*
6. It prevents the break between common school and high school since most of the children finish seventh grade under fourteen and must enter high school or eighth grade because the law requires it.
7. High school teachers and principals having had the children in the completion of their common school work, know their tastes and abilities and can the better guide them in the choice of high school subjects or courses.
8. The junior high school, when properly organized, enables a child to save one year of time on his college course.

Seven Years of Common School.

Tradition alone demands that eight years be devoted to common school subjects. With modern methods, well trained teachers and longer terms it is not only *possible* but highly *profitable* to complete the course in not more than seven years. It may some time be done in six years. When we began with eight years, the terms, especially in towns and country, were not more than six or seven months. That meant forty-eight to fifty-six months in the child's school life. Now we have nine and ten months. Seven times that makes sixty-three to seventy months. There ought to be no dount of our ability to finish in seven years, especially since we have eliminated much useless and non-essential material in the common school subjects. Much more interesting

and useful work may then be offered in the eighth year. It will require many children to begin high school work, because the compulsory law compels attendance until fourteen. Having entered the high school with its diversified and more interesting program the child is more likely to "stick."

This revised course is a vital feature of the junior high school. Those schools which have a departmental organization in the seventh and eighth grades, doing common school work, even though the ninth year be added can not consistently be called junior schools.

Under modern school conditions, the high school curriculum has become even more congested than is the grade course. Industrial, commercial and economic subjects demand recognition It is impossible to crowd them into four years. They offer a greater opportunity to touch more vitally the life of the child than do the traditional grade subjects over which the child has been browsing for seven years.

It must not be thought, however, that the traditional high school subjects, as such, are adapted perfectly to eighth year, or even more advanced pupils. They must be modified by elimination of non-essential parts, reorganization of the whole in some cases, and possibly by banishing a few of them entirely. Instead of the usual ninth year algebra we offer in eighth year a course in general or preparatory mathematics, involving arithmetic, algebra and geometry. We believe this is much more practical for the boy or girl who quits and gives the one who continues in school a much better start in mathematics. After this year of preparatory work we start 9B classes in Algebra II.

Before many years pass some one will devise a course in preparatory or "general " language, involving English and its simple relations to the ancient and modern languages, that will mean much more to the average child than does the conjugation of "amo." Our general science course in the ninth year is more useful to most children than any other course in science we give. Why not in languages?

The selections read and the themes written in 8A are not those usually found in ninth year classes, but are simpler and of vital interest to children of that age. They might not pass the college censor, but they educate the children. Any further study of English grammar required in the high school is given in this course and in connection with the foreign languages.

A Year of College.

Five years of regular high school work makes it possible to offer in the twelfth year, to all who have completed at the end of the eleventh year the fifteen units required for college entrance, one year of college work. This is wholly optional and the child may make any selection of subjects in the twelfth year that is agreed upon after consulting his parents and the principal.

The college work of the East Chicago high school was investigated and is recognized by Indiana University. Its pupils are given sophomore standing when they enter the university. The same recognition is accorded by Illinois and Purdue universities. Chicago does practically the same thing. In each of them the credit for the freshman work is conditional only upon satisfactory sophomore work. This saves the child the expense of one year at college and advances him one year in time. But the saving in *time* is not so important as the *opportunity* offered to do *more vital* and *useful work* in high school whether he *does* or *does not* enter college.

Differentiation. This term may mean much or nothing. It certainly should apply to differing abilities as well as to different tastes and aptitudes. The present organization makes it possible to adapt the work more nearly to the needs of the individual children. Seventh year pupils are grouped according to ability without making any display of the fact. The average class covers just about the usual or average course. The brighter ones cover ground more rapidly and are required to do a maximum amount of work on any given subject, while the slower ones fulfill only a minimum requirement. If necessary these slow classes are given an extra half year for the completion of the common school subjects, the most of the children make up any required work in the summer session.

Extra strong seventh grade pupils are allowed to drop geography in the seventh grade and begin Latin or German. Special cases are made of over-age children and those who seemingly do not profit by the usual seventh grade work. They may be given more industrial or commercial work and are released from certain other subjects. But the greater number of seventh grade children take the prescribed course. In the eighth year choice becomes more prominent and continues throughout the course.

Supervised Study. Supervised study is provided for the intermediate grades as well as in the junior and senior high schools. In the grades, the sixty-minute period is equally divided, while

with high school classes the division is usually 35 minutes for recitation and 25 for study. This does not allow time to complete an ordinary lesson but it does give the teacher an opportunity to see that each pupil (1) understands the assignment. (2) Realizes the chief difficulties. (3) Knows the proper method of attack, and (4) Places properly the emphasis on vital points.

Any high school child should have from one to two hours of quiet, effective study at home. His supervised study must teach him how to study effectively when by himself and must not make him dependent upon the teacher. Supervised study means to teach *how to study* and not merely to help over difficulties when some child "raises his hand." Help, judiciously given, is useful; injudiciously given, it is most harmful.

A careful differentiation in pupils and subjects, with properly administered supervised study, is reducing failures in the East Chicago schools to a minimum.

Credit for Quality. Believing that quality rather than quantity of work should count, we give credit according to the grade of work done. This enables the strong student to do a maximum amount of high quality work and secure credit accordingly. At the same time, the less fortunate boy or girl, instead of being classed as a failure is given proportionate credit for the work conscientiously done. The lazy pupil pays the penalty for his lack of ambition.

The credit allowed for the various subjects based on a grade of G is as follows: S, 100-96; 5.8 hours of credit, E, 95-91, 5.4 hours; G, 90-86, 5 hours; F plus, F, 85-81, 4.7 hours; F—, P plus, 80-76, 4.4 hours; P, P-, 75-70, 4.1 hours; N.P., below 70, failure.

This credit is on a basis of a 5-hour class. Proportional credit is given for classes not reciting daily. A total of 190 credits are required for graduation. In the college preparatory course the requirements are rather strict, but full provision is made for all pupils through non-college preparatory or industrial and commercial courses. We try to prepare for life, not for college. The individual child's needs are paramount. With the construction of an industrial building, East Chicago will be able to meet very adequately, the ordinary school needs of a community.

This discussion has involved more than the junior high school, yet the whole organization is so intimately connected that it seems impossible to give an adequate idea of one department without seeing its relation to those that precede and follow.

PROPOSED COURSE OF STUDY FOR JUNIOR AND SENIOR HIGH SCHOOLS, EAST CHICAGO.

	COLLEGE PREPARATORY.		NON-COLLEGE PREPARATORY.		COMMERCIAL.	
7 B	Arithmetic	5	Same as college preparatory except in special cases. Pupils who are 14 years of age may have all or a part of their work selected from 8th year industrial course.		Same as college preparatory except in special cases.	
	Geography	5				
	Grammar	5				
	U. S. History	5				
	Music	1½				
	Drawing	2				
	Writing	1½				
	Gymnasium	2½				
7 A	Arithmetic	5	Same as college preparatory except in special cases.		Same as college preparatory except in special cases.	
	Grammar	5				
	U. S. History	5				
	Physiology	5				
	Music	1½				
	Drawing	2				
	Writing	1½				
	Spelling	2½				
	Gymnasium	2½				
8 B	Prep. Mathematics	5	Prep. Mathematics	5	Prep. Mathematics	5
	Elementary Civics	5	Elementary Civics	5	Writing and Spelling	5
	Manual Training or Printing or Domestic Science I	5	Manual Training or Printing or Domestic Science I	5	Elementary Civics	5
	Latin I or German I	5	*Latin I or German I	5	Manual Training or Printing or Domestic Science I	5
	Gymnasium	2½	Gymnasium	2½	Gymnasium	2½
	Music	1½	Music	1½	Music	1½
	Drawing	1	Drawing	1	Drawing	1
8 A	Prep. Mathematics	5	Prep. Mathematics	5	Prep. Mathematics	5
	English I	5	English I	5	English I	5
	Latin II or German II	5	Latin II or German II	5	Manual Training or Printing or Domestic Science II	5
	Manual Training or Printing or Domestic Science II	5	Manual Training or Printing or Domestic Science II	5	Bookkeeping	5
	Gymnasium	2½	Gymnasium	2½	Gymnasium	2½
	Music	1½	Music	1½	Music	1½
	Drawing	1	Drawing	1	Drawing	1

*10 hours of industrial work may be substituted for 5 hours of Latin or German on the principal's recommendation.

9 B	English II	5	English II	5	Commercial English	5
	Algebra II	5	Algebra II	5	Commercial Arithmetic	5
	Latin III or German III	5	General Science I or Household Science I	5	Bookkeeping II	5
	General Science I or Household Science I	5	Music	1½	Shorthand I	5
	Music	1½	Drawing	1	Typewriting	2½
	Drawing	1	Gymnasium	2½	Music	1½
	Gymnasium	2½	ELECTIVE	5	Gymnasium	2½
9 A	English III	5	English III	5	English II or III	5
	Geometry I	5	General Science II or Household Science II	5	Commercial Arithmetic	5
	Latin IV or German IV	5	ELECTIVE	5	Bookkeeping III	5
	General Science II or Household Science II	5	ELECTIVE	5	Shorthand II	5
	Music	1½	Music	1½	Typewriting	2½
	Drawing	1	Drawing	1	Music	1½
	Gymnasium	2½	Gymnasium	2½	Gymnasium	2½
10 B	Public Speaking (English IV)	5	Public Speaking (English IV)	5	Shorthand III	5
	Geometry II	5	General History I	5	Commercial Geography	5
	General History I	5	ELECTIVE	5	Typewriting	2½
	A Commercial Subject	5	ELECTIVE	5	ELECTIVE	5
	Zoology	5	(Chosen from list given in the college Preparatory Course and under guidance of the Principal.)		ELECTIVE	5
	Latin V or German V	5			(See note in Non-College Preparatory Column.)	
	Manual Training	5				
	Advanced Sewing	5				
	Printing	5				
	Music	1½				
	Drawing	1				

PROPOSED COURSE OF STUDY FOR JUNIOR AND SENIOR HIGH SCHOOLS, EAST CHICAGO—Continued.

	COLLEGE PREPARATORY.		NON-COLLEGE PREPARATORY.		COMMERCIAL.	
10 A	Public Speaking (English V)	5	Public Speaking (English V)	5	Shorthand IV	5
	General History II	5	General History II	5	Commercial Law	5
	Botany	5	ELECTIVE	5	Typewriting	2½
	Algebra III	5	ELECTIVE	5	ELECTIVE	5
	Latin VI or German VI	5	(See note in 10 B above.)		ELECTIVE	5
	Manual Training	5			(See note in 10 B Non-College Preparatory Column.)	
	Printing	5				
	Advanced Sewing	5				
	Music	1½				
	Drawing	1				
	A Commercial Subject	5				
11 B	U. S. History	5	U. S. History	5		
	English VI	5	English VI	5		
	Physics	5	ELECTIVE	5		
	Solid Geometry	5	ELECTIVE	5		
	Latin or German	5	(See note in 10 B Non-College Preparatory Column.)			
	Commercial Subjects	15				
	Industrial Subjects	15				
	Music	1½				
	Drawing	1				

11 A	Advanced Civics English VII	5 5	Advanced Civics English VII	5 5		
	Physics	5	ELECTIVE ELECTIVE	5 5		
	Trigonometry	5	(See note above.)			
	Latin or German	5				
	Commercial Subjects	15				
	Industrial Subjects	15				
	Music	1½				
	Drawing	1				
12 B	English VIII		4 Electives chosen under guidance of Principal from the college preparatory, commercial or industrial courses.		Any of the Commercial subjects may be elected.	
	Chemistry	.....				
	German	.....				
	Latin	.....				
	Social Economics	.....				
	Higher Arithmetic	.....				
	Commercial Subjects	.....				
	Industrial Subjects	.....				
	Music	.....				
	Drawing	.....				
	*College Algebra	.....				
	*College English					
	*College History	.....				
	*Foreign Language	.....				

PROPOSED COURSE OF STUDY FOR JUNIOR AND SENIOR HIGH SCHOOLS, EAST CHICAGO—Continued.

	COLLEGE PREPARATORY.		NON-COLLEGE PREPARATORY.		COMMERCIAL.	
12 A	English IX	.....	4 Electives chosen, etc.. as above.		As above.	
	Chemistry	.....				
	German	.....				
	Latin	.....				
	Geography	.....				
	Commercial Subjects	.....				
	Industrial Subjects	.....				
	Music	.....				
	Drawing	.....				
	*Analytical Geometry	.....				
	*College English	.....				
	*College History	.....				
	*Foreign Language	.....				

Subjects marked with * in 12 B and 12 A are Junior College Subjects and are open only to students who have earned at least 150 hours of credit by the end of the eleventh year. Junior College pupils may carry fifteen hours only.

CHAPTER VII.

Pre Vocational and Report of Vocational Education in Indiana; Investioation and Surveys; Agricultural Education and Boys' and Girls' Club Work; Domestic Science in the Public Schools in Indiana; Annual Report of County Agent Work.

SECOND ANNUAL REPORT ON VOCATIONAL EDUCATION IN INDIANA

(School Year Ending June 30, 1916)

I. PROVISIONS OF THE VOCATIONAL EDUCATION LAW.

The 1913 Legislature, in response to the earnest solitation of Charles A. Greathouse, State Superintendent of Public Instruction and the Special Industrial Commission appointed by Governor Thomas R. Marshall to study the problem of providing vocational education for Indiana, supported by earnest requests from leading citizens, labor leaders and prominent school and business men throughout the state, enacted a law designed to stimulate vocational education throughout the state by the granting of state aid to all communities which would organize vocational schools for the instruction of their youth and citizens, approved by the State Board of Education.

The Vocational Education Law provides for three distinet types of work: (1) The organization of state-aided vocational departments and schools designed to prepare (a) for "all trades, crafts and wage earning pursuits in the field of industry"; (b) for all occupations connected with "the tillage of the soil, the care of domestic animals, forestry and other wage earning and productive work on the farm". (c) "all occupations connected with the household" (See Sections 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, and 18.)

These vocational departments and schools, while a part of our regular system of free public schools, must be so planned and conducted that they will fit young people for a particular occupation or trade or assist those already at work to become more productive in their work and hence better citizens and happier men

and women. Three types of vocational schools for each of the above named lines of vocational work—Industrial, agriculture and the household occupations—may be established under the law. (1) All-day vocational schools which aim to fit all youths who desire to devote two or more years to such preparation, for a particular occupation or trade. (2) Part-time and dull season vocational schools and classes for youths who have already gone to work and who desire to make themselves more proficient in their work by a study of the subjects which have a direct bearing on their occupation or duties as a citizen. (3) Evening vocational classes and schools for adult workers engaged in any occupation or trade for which instruction can be given. In these schools instruction is given in the mathematics, drawing, science, art, or trade processes which are needed in the occupations or trades taught.

2. The law being comprehensive in scope and educationally and vocationally sound, also makes provision for effective prevocational work in the regular schools, by requiring all schools in the state to give instruction in elementary agriculture, elementary domestic science and industrial arts as a part of their regular course of instruction (See Section V). This work in the regular schools is being organized and developed so that it will give to all young people in the state a correct understanding and appreciation of the more fundamental occupations and industries and some help in the matter of selecting a suitable life occupation for which to prepare in the last years of their school career.

3. The law further provides for giving special instruction to farmers by its provision for appointing and supervising the work of special agents of agriculture for any county in the state that may desire the services of a practically and scientifically trained agriculturalist and is willing to meet the state half way in providing the salary for such an agent. (See Section 12.)

The law also authorizes and directs the State Board of Education and its special agents to make such investigations and study of the present and future needs for vocational education in the state as will enable them properly to aid cities, towns and townships in organizing and supervising the vocational work, and as will enable them to expend the money appropriated for vocational instruction in an economical and business-like way. (See Section 6, 13 and 16.)

The provisions for the prevocational work in the regular schools (See Sections 5 and 18) and for county agents of agricul-

ture (See Sections 12, 17 and 18) have been in effect three years. The provisions for state-aided vocational schools have been in effect but two years. The annual report which the State Board of Education is directed in Section 6 of the law to make to the General Assembly, "describing the conditions and progress made with industrial, agricultural and domestic science education during the year, should, therefore, include a report on all of the above named lines of work. Each of these lines of work or provisions of the law will, therefore, be briefly treated in their order.

II. WORK OF STATE-AIDED VOCATIONAL DEPARTMENTS AND SCHOOLS.

1. Relation of State-Aided Vocational Schools to the Public School System of State

In the organization of the state-aided vocational schools special caution has been exercised by the Department and State Board of Education not to confuse the purpose and methods of instruction in the new vocational schools to be established with the aim and methods of general education.

As defined in the Indiana Law vocational education means an education or training which seeks to fit an individual directly for a specific occupation or trade, or which seeks to help those already at work in a given occupation to make themselves more proficient in that occupation by teaching them the mathematics, science, drawing and trade processes which relate to and underly their work.

The State Board of Education, and its special agents, have therefore, consistently held that the vocational departments and schools to be organized under the Indiana Law come as a distinct enlargement and extension of our former system of public schools, not as a substitute for or modification of any part of the work formerly done by our regular schools, and while placed under the control of the same boards of education and superintendents which control the regular schools, making these state-aided vocational schools a part of the regular public school system of the state, they are, nevertheless ,a distinct feature of this system, organized and conducted to do a special type of educational work not attempted heretofore by the regular public schools.

Indiana, by the passage of her Vocational Law, has taken upon herself the task of providing efficient vocational education for all her people. The people of the state have come to feel that

the chief aim and purpose of life does not consist primarily in learning how to consume, but in learning how to produce. They have recognized the fact that it takes a skilled worker or producer to make a good citizen of the state and believe that every citizen of the state should be prepared by education and training for some form of useful work. Indiana is one of the few states that has clearly seen that until this has been accomplished the individual will not be able to make his own life of value to himself or himself of service to society. Vocational education, as provided for by the Indiana Law and as it is being administered by the Indiana State Board of Education, therefore, comes as a distinct extension or enlargement of our former system of public schools. Vocational and general education do not and cannot conflict, they are parts of the same process. General education comes first and gives the necessary basis upon which vocational or specialized education must build. The amount of general education which is necessary before vocational education, as such, can profitably begin varies for the different occupations to be learned, and both are needed properly to prepare young people for useful and productive citizenship. Vocational education comes, or should come, as the culmination or last step in the educational process of every individual in the state.

2. CHARACTER OF WORK DONE IN STATE-AIDED VOCATIONAL DEPARTMENTS AND SCHOOLS.

Stated generally and broadly, vocational education seeks to serve a community or state by training all kinds of men and women young and old, in all sorts of ways for all kinds of useful and productive woek to the end that they may be made more intelligent and capable workers and, therefore, happier men and women and better citizens. Theoretically it means developing the full talents and capacities of our young people. (1) By ascertaining what these talents and capacities are. (2) By giving full opportunity through the work of the schools for the cultivation and development of whatever talents and capacities the pupil may possess. Practically it means that we try to fit all groups of people in the state for some form of productive and useful work, and so far as this may be done, for the kind of work which is in harmony with their talents and interests.

The controlling purpose of a state-aided vocational department or school *must*, therefore, be to fit its students for proficient and

effective work in a particular occupation or trade. The course of study in a vocational school or department must be made up of such practice or shop work and such academic and scientific subjects as are necessary or as may be helpful to a group of students who desire to prepare themselves for the particular occupations taught in the school. All subjects and work—technical, scientific and academic—which contribute to this purpose are selected; all subjects which do not contribute to this purpose are excluded from the course.

In a vocational school or course for printing, for example, those subjects are taught which give the students the shop practice and skill which a practical printer must have to succeed in this line of work. All the instruction and practice given must prepare directly for work in a commercial print shop. One-half the student's time is usually given to this more purely technical or shop work, the rest of the time is devoted to a study of such English, mathematics, art or science work as will prove helpful to a group of students desiring to learn the printer's trade.

The course in English, for example, would include spelling, punctuation, proof reading, etc., as applied to printing; compositions are written on the history of printing and about printing materials; actual copy is corrected and prepared for the press. The course in the printing art would include a study of the more important forms of type, type harmony, tone harmony, appropriate arrangement of lines and masses, design and color harmony as applied to printing. In mathematics the cutting of stock and estimating the cost of materials should be emphasized.

Industrial history and geography might be studied to interest boys in the possibilities in various fields of work and to broaden their view of life. Instruction in personal and shop hygiene and instruction in practical citizenship are included in the course, because the purpose of every vocational school is not merely to make more intelligent, capable and ambitious workmen, but happier and better citizens.

The same principle is followed in organizing the course of study for other kinds of vocational schools. In a vocational department or school for home-making, for example, those subjects are selected—technical, scientific and academic—which give the students taking the course the greatest possible amount of help in fitting themselves for the business of home-making.

When a student selects a vocational course or enrolls in a vocational school it means that he has thereby indicated a desire

to fit himself by education and training for one of the occupations taught in that school..just as when a prospective teacher enrolls in a normal school to prepare himself for the business of teaching, or when a young man goes to a law school to prepare for the practice of law.

This is true because all the subjects of the course have been selected with this vocational purpose in mind and because all of the work of the school is so planned and conducted that it will fit the student taking the course for work in the particular occupation taught.

This vocational instruction should, therefore, be sharply distinguished from the work given in the regular schools, which is not vocational either in its aim or results. Our regular schools, as at present conducted, merely attempt to prepare a high grade of raw material. The state-aided vocational departments and schools, on the other hand, aim to turn out a finished product—a printer, a carpenter, or electrician so far as this is possible—students trained by education and practice for particular lines of work.

The work in these state-aided vocational departments and schools should also be clearly distinguished from the prevocational work provided for in Section V of the instruction in manual training, elementary agriculture and domestic science to be given in all the schools of the state as a part of their regular course of instruction. The aim of this work is not to fit the students taking these courses for profitable wage earning, as is the case in the vocational schools. These practical arts subjects are taken merely as one of a number of other studies pursued in the regular course along with certain other subjects which these students are taking none of which have been selected because they contribute directly to the Vocational efficiency of a group of students, desiring to fit themselves for a particular occupation, as is the case in a vocational school.

3. PROGRESS MADE IN THE ORGANIZATION AND DEVELOPMENT OF STATE-AIDED VOCATIONAL SCHOOLS DURING THE YEAR.

All types of Vocational Schools provided for by the Law—All-day, Part-time and Evening Vocational Schools—have been organized and successfully conducted during the year. The number and kinds of vocational schools that were established and

operated in the state and the enrollment by courses and occupations is shown in Tables 1 and 2 below.

One year ago only the merest beginnings in vocational training for the state had been made. Vocational work had been organized in only fifteen cities and communities. During the past year Vocational instruction has been carried on in thirty-five cities and school communities, with a total enrollment of 12,310 students doing work in approved vocational schools and courses. During the first year the instruction and help provided by the directors and teachers in State-aided Vocational Schools was of the crudest sort because of the difficulty of the problems involved, the scarcity of teachers and newness of the work. During the year just passed the organization of the Vocational schools and the character of the instruction has been much improved and many new lines of vocational work added. Arrangements have already been made for organizing vocational work in a number of other communities and for improving the work already organized. The actual progress made during the year may be seen by reference to table 4 below.

(a) *Work of All-Day Vocational Schools.* All-day vocational departments and schools designed to meet the vocational needs of young people over fourteen years of age have been established at Arcadia, Carlisle, Delphi, Fairmount, Ft. Wayne, Greensburg, Indianapolis, Lebanon, Logansport, Monticello, Muncie, North Liberty, Pendleton, South Bend, Terre Haute, Union Township, Johnson county, Vevay and Westfield. These schools seek to fit the young people taking the courses for carpentry, printing, electrical work, machine shop practice, the sheet metal trades, salesmanship, trade dressmaking and millinery and the various household and agricultural pursuits.

The course of study in all these Day vocational schools is made up of such practice and shop work and such technical, scientific and academic work as are necessary or as may be thought helpful for students desiring to prepare themselves for the particular occupations taught in the school. All subjects—vocational, technical and academic—which contribute to this purpose are selected. All subjects which do not contribute directly to this vocational purpose are excluded from the course.

In the vocational schools in Printing, for example, those subjects are selected which give the student the shop practice which a practical printer must have. Such English, mathematics, art and science work is given as may be helpful for a group

of students desiring to learn the printer's trade. In the shop courses, the kind of instruction and practice is given which prepares directly for work in a print shop. In the course in English, spelling, punctuation, proofreading, etc., as applied to printing, are studied. Compositions are written on the history of printing. The biographies of successful printers are studied. Copy is corrected and prepared for print. The course in art includes a study of the various forms of type, proportion, type harmony, tone harmony, arrangement of lines and masses, designing, color harmony as applied to printing. In the mathematics course the cutting of stock and estimating the cost of materials are emphasized. Industrial History and geography are studied to interest the boys in the possibilities of different fields of industrial work. Instruction in personal and shop hygiene and practical courses in citizenship are given because the chief aim of the school is to develop good citizens who are skilled in some line of unselfish production. Half the student's time in a day school must be devoted to the purely vocational subjects, the other half to related academic subjects and to training in citizenship.

The enrollment, cost of instruction, number of teachers employed and occupations for which these schools seek to prepare is shown in Table I.

(b) *Vocational Work in Evening Schools.* One hundred and twenty-eight state-aided vocational schools with separate directors and teachers were conducted during the year, 36 for males and 92 for women. Of the 12,310 students enrolled in these vocational schools 9,074 were adult workers enrolled in evening vocational schools, so organized and conducted as to make the worker students more proficient in their chosen line of work by teaching them the mathematics, drawing, science and trade processes which underly their occupation or trade. These students ranged in age all the way from 17 years, the minimum age, to 60 and represent a class of our citizens who are ambitious and desire to improve themselves in their chosen line of work or to prepare themselves for positions of leadership in the particular occupation in which they are engaged.

No line of vocational work done in the State yields such large returns for the amount expended, both to the individuals taking the courses and to the state, as this trade extension work for adult workers.

Special vocational courses in evening schools for the following groups of wage workers were organized in twenty-three

different cities in the state during the year: Workers in the electrical industry; in the metal industry for machinists, pattern makers, moulders, sheet metal workers, automobile repairmen, automobile construction men, draughtsmen, tool makers; chemistry for iron workers; in the wood and building trades for carpenters, cabinet makers, furniture workers, architects; for power plant operators; printers; steam engineers; men in the garment industry; draughtsmen, tailors, caterers and commercial illustrators and advertisers. For women and men employed in stores as salesmen, for trade milliners and dressmakers and those engaged in the garment industry. Also courses in cookery, dressmaking, millinery, canning, the serving of meals, household management, home decoration and general housewifery, problems for women and girls engaged in occupations connected with the household. See table one below.

Practical men and women from the trades are selected as teachers for the trade and shop work and the teachers of the science and academic subjects work in close cooperation with the teachers from the shops so that the science, drawing and academic work given will be truly helpful to the students.

The courses of study for these evening vocational schools are regularly made out by practical teachers working in conjunction with a special advisory committee of skilled workers and employers of the trades taught, who know the needs and shortcomings of the workers in that industry. Each occupation is carefully analyzed to determine what the workers in that field are called upon to do and what they must know to succeed in their work. A number of lessons on each unit of the trade are then prepared and the workers given the help they require to make themselves truly proficient in the line of work in which they are engaged. One of the chief aims of the evening school instruction is to help these men and women on the points in which they are weak and to teach them the best up-to-date methods for their work, as well as to teach them the scientific principles that pertain to or underly their work.

In an evening course for carpenters, for example, a certain number of lessons are devoted (1) to roof construction (2) house-framing (3) stair building (4) interior finish (5) building trims (6) mathematics for carpenters (7) making working drawings (8) estimating and figuring bills of materials (9) blue print reading (10) specifications etc., the attempt being made to analyze the occupation thoroughly to get all the important steps in the trade. These

unit courses are then arranged in such a sequence that those who continue in the night school long enough may in the course of two or three years, cover the entire trade.

It is, therefore, the purpose of the evening vocational school to make men and women, engaged in all lines of work for which definite and helpful instruction can be given, more intelligent, capable and ambitious workers and therefore happier and better citizens.

No attempt is made to give trade preparatory work in evening schools and no state aid is given for such work. Experience has shown that there is not sufficient time to teach a new trade in the evening school to those who are dissatisfied with their present occupations. Besides we do not have adequate shop facilities to take care of such groups and they could not be successfully taught in a class composed of men and women from the trade who are ambitious to learn more thoroughly the work upon which they are engaged during the day. Consequently the trade preparatory work in the evening schools has been discouraged save in a few lines of commercial work where it can be successfully done.

Some cities and communities conduct in addition to evening vocational classes, certain general courses in English for foreigners, general courses in mathematics, English, Spanish, Drawing and Manual Training, which seek to meet the general educational needs of other groups of persons, but such work is not state aided and the enrollment in all such commercial and general evening school classes has been omitted from Tables 1 and 2 below, which show the kind of vocational schools established, the number of such schools organized to date and the enrollment by trades and kinds of vocational schools. Compare tables 1 and 2.

c. Work of the Part-Time Vocational Schools. The Indiana Law makes it possible for any community to organize part-time vocational classes for apprentices and all young workers between the ages of 14 and 25 who are engaged in lines of work for which vocational instruction can profitably be given. There are at the present time about 200,000 youths in the state between the ages of 14 and 21 who have left school to go to work. None of these young people have had any special training in preparation for a permanent occupation. Most of them are drifting from one line of work to another and are engaged in juvenile pursuits which must later be given up. Very few have any opportunity to get training in the shop where they work. Anderson with 3,500 male workers in its industrial establishments had last year, only 7

apprentices and no provisions were being made either by the unions or industries of Anderson for training these young workers. It is evident, therefore, that one of our most difficult and important problems is how properly to take care of and train this group of young workers.

A few classes for apprenticed carpenters, printers and girls engaged in domestic service or working in department stores were conducted last year, but the total enrollment in all such part-time vocational classes was only 262. Nineteen hundred and seventy-four women and girls enrolled in part-time day classes in general housewifery and home-making subjects during the year.

The girls in the part-time classes in salesmanship were paid by their employers for the time they spent in the vocational school. Their course of study included a study of textiles and the processes of manufacturing the goods they sold; a study of store organization and management; general business methods and actual practice in demonstration sales; special instruction in personal hygiene and the mathematics and English needed in their work was also given. The chief aim of the course was to teach these young workers the science and art which pertains to their occupation or work, to the end that they may be made more capable and intelligent workers and better citizens.

It must, however, be said that the problem presented by the continuation or part-time school has scarcely been touched in Indiana. Part-time classes which give this sort of trade extension work to young wage workers have been conducted in Indianapolis, Logansport and South Bend during the year. Part-time day classes for workers in the home have been organized at Brazil, Carlisle, Columbia City, Indianapolis, Lebanon, New Harmony, South Bend, and Worthington, but the problem presented by the continuation school will not be solved in Indiana until the establishment of continuation schools is made obligatory on the local community, and until all pupils now at work are compelled to attend such schools when established.

At least three groups of persons must be served by the continuation school. (1) Young workers engaged in a wage earning pursuit for which vocational training can and should be given, such as apprentices in the skilled trades, wage workers in the home, girls and boys employed in the store. (2) Those engaged in household occupations who cannot attend an evening vocational school. For these two groups our present law fully provides, but local communities are so slow to establish such schools and

parents are so indifferent with regard to the needs of young children compelled to work that the problem of caring for these groups will not be adequately met so long as the establishment of these schools is left optional with the community. (3) A third group consists of young people employed in jobs for which no vocational training is possible.

Adequately to meet the needs of these groups of young workers additional legislation will have to be secured and the coming Legislature will be asked to pass a law making the establishment of general and Vocational continuation schools mandatory upon the community and making attendance upon all continuation schools established, compulsory, and permitting the State Board of Education to pay for the work of all such vocational and general continuation schools from the regular state fund now provided for vocational instruction. Voluntary continuation schools have not proved a success in this or any other country or state, and it is believed that the problem cannot be satisfactorily solved in Indiana unless cities are required to establish schools for these groups of young workers and unless all children not in other schools between the ages of 14 and 16 be required by law to attend these schools for at least 6 or 8 hours per week.

4. *Statistical Data Showing Progress made with Vocational Instruction During the Year.*

The following tables show the kinds of state-aided Vocational schools that have been established and operated during the year together with the enrollment by occupations or courses, number of schools with separate directors and teachers and the amounts of reinbursement made to each city or school community maintaining state-aided Vocational school. Of particular significance is Table 4 which shows the progress made in the development of Vocational Education during the year.

Tables 5, 6 and 7 contain a financial statement showing the amount of money collected from the special Vocational tax and the amount expended to date.

TABLE 2. REIMBURSEMENTS MADE FOR VOCATIONAL INSTRUCTION FOR THE SCHOOL YEAR ENDING JUNE 30, 1916.

	Cities, Towns and Townships Maintaining Vocational Schools. NAME.	Number Vocational Schools Established for			Kinds of Vocational Schools Established, with Enrollment in Each.							
					All-Day		Part-Time.		Evening.			
					Enrollment.		Enrollment.		Enrollment.			
		Males.	Females.	Total.	Males.	Females.	Males.	Females.	Trade Extension.		Home Making.	
									Males.	Females.	Males.	Females.
1	Anderson	1	1	2					621			186
2	Arcadia	1		1	22				63			
3	Aurora		1	1								115
4	Brazil		2	2				27				291
5	Brookville		1	1								127
6	Carlisle	1	1	2	13			33	20			14
7	Columbia City		2	2				35				292
8	Crawfordsville		6	6								367
9	Delphi	1		1	35							
10	Elkhart		1	1								85
11	Evansville	2	2	4					270			719
12	Fairmount	1		1	9							
13	Ft. Wayne	2	3	5	65	42			203			186
14	Greensburgh	1		1	29							
15	Hammond	2	5	7				13	236			335
16	Hartford City		1	1								220

17	Indianapolis	6	40	46	217	18	24	1,482	603	.....	.....	1,381
18	Lebanon	1	1	2	25	.....	.....	41	.....	.....	.....	19
19	Logansport	1	1	2	8	15	.....	46	.....	.....	.....	.....
20	Mooresville	1	.....	1	15	.....	.....	.....	100	.....	.....	.....
21	Monticello	1	.....	1	40	.....	.....	.....	.....	.....	.....	.....
22	Muncie	2	5	7	50	57	.....	.....	51	.....	.....	440
23	New Harmony	.....	2	2	.....	.....	.....	14	.....	.....	.....	16
24	North Liberty	1	.....	1	33	.....	.....	.....	.....	.....	.....	.....
25	Pendleton	1	.....	1	13	.....	.....	.....	.....	.....	.....	.....
26	Richmond	1	1	2	.....	.....	.....	.....	87	13	.....	199
27	Salem	.....	1	1	.....	.....	.....	.....	.....	.....	.....	20
28	Shelbyville	1	1	2	.....	.....	.....	.....	20	.....	.....	272
29	South Bend	1	8	9	31	.....	.....	410	.....	.....	.....	508
30	Star City	1	.....	1	12	.....	.....	.....	.....	.....	.....	.....
31	Terre Haute	3	4	7	95	89	.....	.....	242	.....	.....	714
32	Union Township	1	1	2	15	17	22	.....	.....	.....	.....	30
33	Vevay	1	.....	1	10	.....	.....	.....	22	.....	.....	.....
34	Westfield	1	.....	1	12	.....	17	.....	.....	.....	.....	.....
35	Worthington	.....	1	1	.....	.....	.....	72	.....	.....	.....	.....
	Total	36	92	128	749	238	63	2,173	2,538	13	.....	6,536

TABLE 2. DISBURSEMENTS MADE FOR VOCATIONAL INSTRUCTION FOR THE SCHOOL YEAR ENDING JUNE 30, 1916—Continued.

	Cities, Towns and Townships Maintaining Vocational Schools. NAME.	Total Enrollment in all Vocational Schools.			Number Teachers Employed.	*Total Cost for Vocational Instruction for Year.	Amount Paid by State for Vocational Instruction for Year Ending June 30, 1916.				Name of School Officer Receiving Reimbursement.	Date When Paid. 1916.
		Males.	Females.	Total.			Industrial Education.	Domestic Science Education.	Agriculture Education.	Total.		
1	Anderson	621	186	807	22	$1,284 00	$592 00	$264 00	.....	$856 00	Jesse L. Vermillion..	July 3
2	Arcadia	85	.....	85	1	1,500 00	.....	.....	$1,000 00	$1,000 00	George Walters.....	July 3
3	Aurora	.....	115	115	4	150 00	.....	100 00	.....	100 00	Thomas T. Squibb...	July 8
4	Brazil	.....	318	318	2	600 00	.....	400 00	.....	400 00	A. T. Spears.....	July 3
5	Brookville	.....	127	127	2	301 00	.....	200 67	.....	200 67	E. W. Showalter....	July 3
6	Carlisle	33	47	80	2	922 65	.....	81 77	533 33	615 10	J. E. M. Prucell.....	July 26
7	Columbia City	.....	327	327	6	763 75	.....	509 17	.....	509 17	Benton J. Bloom....	July 3
8	Crawfordsville	.....	367	367	12	316 20	.....	210 80	.....	210 80	H. E. Greene.....	July 3
9	Delphi	35	.....	35	1	100 00	.....	.....	66 67	66 67	C. B. Shaffer.....	July 3
10	Elkhart	.....	85	85	2	72 00	.....	48 00	.....	48 00	W. C. Davis.....	July 3
11	Evansville	270	719	989	32	4,250 85	1,367 73	1,466 17	.....	2,833 90	Howard Roosa.....	July 3
12	Fairmount	9	.....	9	1	1,200 00	.....	.....	800 00	800 00	David G. Lewis.....	July 3
12	Ft. Wayne	268	228	496	16	9,421 50	4,295 33	1,985 67	.....	6,281 00	Ernest W. Cook.....	July 3
14	Greensburgh	29	.....	29	1	100 00	.....	.....	66 67	66 67	R. Ray Hamilton....	July 3
15	Hammond	236	348	584	19	3,172 00	1,234 00	880 67	.....	2,114 67	John F. Frost.....	July 3
16	Hartford City	.....	220	220	9	640 00	.....	426 67	.....	426 67	O. P. Sample.....	July 3

17	Indianapolis	844	2,881	3,725	85	23,613 08	10,863 67	4,135 05	743 33	15,742 05	Board School Commissioners	July 3
18	Lebanon	25	60	85	2	380 35	.....	181 34	72 22	253 56	S. N. Cragun	July 3
19	Logansport	8	61	69	1	600 00	400 00	.....	.....	400 00	Lowell Neff	July 8
20	Mooresville	115	.....	115	1	1,000 00	.....	.....	666 67	666 67	F. E. Carlisle	July 3
21	Monticello	40	.....	40	1	550 00	.....	.....	366 67	366 67	D. D. McCuaig	July 3
22	Muncie	101	497	598	19	2,414 65	538 10	1,071 67	.....	1,609 77	Edward Tuhey	July 3
23	New Harmony	.....	30	30	1	112 00	.....	74 67	.....	74 67	E. V. Johnson	July 3
24	North Liberty	33	.....	33	1	180 00	.....	.....	120 00	120 00	W. L. Layer	July 3
25	Pendleton	13	.....	13	1	1,050 00	.....	.....	700 00	700 00	H. G. Hardy	July 3
26	Richmond	87	212	299	12	644 00	114 65	314 69	.....	429 34	P. A. Reid	July 3
28	Salem	.....	20	20	1	50 00	.....	33 34	.....	33 34	Frank Summers	July 3
28	Shelbyville	20	272	292	13	910 00	118 67	488 00	.....	606 67	Edward C. Newton	July 3
29	South Bend	31	918	949	8	3,542 97	1,813 31	548 67	.....	2,361 98	William Clem	July 3
30	Star City	12	.....	12	1	300 00	.....	.....	200 00	200 00	James F. Marker	.....
31	Terre Haute	337	803	1,140	38	9,877 45	4,901 63	1,683 34	.....	6,584 97	John R. Harkness	July 3
32	Union Township	37	47	84	2	2,250 00	.....	666 67	833 33	1,500 00	Lee Rivers	July 3
33	Vevay	32	.....	32	1	460 00	.....	.....	306 67	306 67	E. E. Scudder	July 3
34	Westfield	29	.....	29	1	836 00	.....	.....	557 33	557 33	G. G. Hoehstedler	July 3
35	Worthington	.....	72	72	2	132 00	.....	88 00	.....	88 00	C. A. Pattingher	July 3
	Total	3,350	8,960	12,310	323	$73,696 45	$26,239 09	$15,859 03	$7,032 89	$49,131 01	.....	.....

*This includes merely the cost of teaching, the cost of equipment, light, janitor service, and maintenance of building not included in this amount.

Note—This report, not being a fiscal report, is not approved by the Auditor of State.

TABLE 3.

Reimbursement Made for Tuition for School Year Ending June 30, 1916.

Name of City and School Corporation Receiving Tuition and Transfer Pupils	Name of School Corporation Paying Tuition.	Total Paid.	Amount Returned by State for				Name of School Official to Whom Reimbursement Made.	Date
			Industrial Education.	Domestic Science Education.	Agricultural Education.	Total Paid for Tuition.		
Ft. Wayne	Madison Twp., Allen Co	$15 46	$7 73	.....	.....	$7 73	C. V. VanBuskirk, Trustee	July 3
Ft. Wayne	Wayne Twp., Allen Co	231 90	115 95	.....	.....	115 95	H. P. Scherer, Trustee	July 3
Ft. Wayne	Washington Twp., Allen Co	249 30	124 65	.....	.....	124 65	Leonard Stolts, Trustee	July 8
Ft. Wayne	Jefferson Twp., Allen Co	59 91	29 95	.....	.....	29 95	J. C. Cromax, Trustee	July 8
Ft. Wayne	St. Joseph Twp., Allen Co	69 56	34 78	.....	.....	34 78	C. C. Smith, Trustee	July 8
Fairmount Twp., Grant Co	Van Buren Twp., Madison Co	33 35	.....	.....	$16 68	16 68	J. M. Kaufman, Trustee	July 3
Fairmount Twp., Grant Co	Liberty Twp., Grant Co	74 76	.....	.....	37 38	37 38	Joseph E. Davis, Trustee	July 3
Fairmount Twp., Grant Co	Boon Twp., Madison Co	77 06	.....	.....	38 53	38 53	John Eaton, Trustee	July 3
Monticello	Honey Creek Twp., White Co	42 80	.....	.....	21 40	21 40	Levi Reynolds, Trustee	July 3
Monticello	Jefferson Twp., Carroll Co	236 76	.....	.....	118 38	118 38	Geo. E. Sites, Trustee	July 26
Monticello	Liberty Twp., White Co	94 70	.....	.....	47 35	47 35	C. D. Imler, Trustee	July 26
Monticello	Union Twp., White Co	142 06	.....	.....	71 03	71 03	W. H. Paschen, Trustee	July 26
Total	.....	$1,327 60	$313 06	.....	$350 75	$663 81	.....	.....

Note—This report not being a fiscal report is not approved by Auditor of State.

TABLE 4.

Showing Progress Made by State-Aided Vocational Schools During School Year Ending June 30, 1916.

ITEMS FOR COMPARISION.	School Year Ending June 30, 1915.			School Year Ending June 30, 1916.			Total Gain.
	Males.	Females.	Total.	Males.	Females.	Total.	
I. *Number Vocational Schools Established—*							
1. All-day	3	1	4	20	6	26	22
2. Part-time cooperative	1	2	3	3	4	7	4
3. Part-time homemaking	.....	7	7	.....	31	31	24
4. Evening	11	33	44	17	86	103	59
Total	15	43	58	40	127	167	109
II. *Vocational Teachers Employed—*							
1. Vocational subjects	.....	.....	.....	105	201	306	.....
2. Related science and academic	.....	.....	.....	11	6	17	.....
Total	.....	.....	.....	116	207	323	.....
III. *Enrollment in Different Types of Vocational Schools—*							
1. All-day (Trade Preparatory)	348	.....	348	749	164	913	565
2. All-day (Homemaking)	.....	46	46	.....	74	74	28
3. Part-time (Coopcrative)	8	58	66	63	199	262	196
4. Part time (Homemaking)	.....	414	414	.....	1,974	1,974	1,560
5. Evening (Trade Extension)	1,140	.....	1,140	2,538	13	2,551	1,411
6. Evening (Homemaking)	.....	5,525	5,525	.....	6,536	6,536	1,011
Total	1,496	6,043	7,539	3,850	8,960	12,310	4,771
IV. *Enrollment in Different Types of Vocational Work—*							
1. Industrial—							
a.Trade Preparatory (Day School)	207	.....	207	466	164	630	423
b. Trade Extension (Part-time and evening)	1,148	58	1,206	2,396	212	2,608	1,402
2. Domestic Science—							
a. Home Preparatory (day)	.....	46	46	.....	74	74	28
b. Home Extension Courses (part-time and evening)	.....	5,939	5,939	.....	8,510	8,510	2,571
3. Agriculture—							
a. Preparatory (day)	141	.....	141	283	.....	283	142
b. Trade Extension (part-time and evening)	.....	.....	.....	205	.....	205	205
Total	1,496	6,043	7,539	3,350	8,960	12,310	4,771

TABLE 4—Continued.

Showing Progress Made by State-Aided Vocational Schools During School Year Ending June 30,1916.

ITEMS FOR COMPARISON.	School Year Ending June 30, 1915.			School Year Ending June 30, 1916.			Total Gain.
	Males.	Females.	Total.	Males.	Females.	Total.	
V. *Total Amount Paid by State for Vocational Instruction—*							
1. Industrial	.....	$11,602 55	.....	.....	$26,239 09	.....	$14,636 54
2. Domestic Science	.....	11,563 20	.....	.....	15,859 03	.....	4,295 83
3. Agriculture (Inst.)	.....	1,729 98	.....	.....	7,032 89	.....	5,302 91
Total	.....	$24,895 73	.....	.....	$49,131 01	.....	$24,235 28
VI. *Total Amount Paid by State for Tuition—*							
1. Industrial	.....	.....	.....		$313 03		$313 03
2. Domestic Science	.....	.....	.....	.....	.....	.....	.....
3. Agriculture	.....	$148 00	.....	.....	350 75	.....	202 75
Total	.....	$148 00	.....	.....	$663 78	.....	$515 78
VII. Total amount paid by State for County Agents of Agriculture	.....	$25,139 42	.....	.....	$31,240 41	.....	$6,100 99

*This report not being a fiscal report is not approved by the Auditor of State.

5. *Investigations and Surveys.*

The Indiana Vocational Law (see Section 6) very wisely provides that such investigations shall be made by the State Board of Education and its agents as, in their judgment, are needed to put the vocational training in the state on a scientific and business like basis. The first study made by the Board and its special agents in charge of Vocational work was to make a careful study of the various experiments made with Vocational Education in different cities and states in this country, with the view that Indiana might profit to the fullest extent by their successes and failures.

One conviction which this study of the experiments made in other cities and states left in the minds of the agents and Board was the fact that in most of these cities and states the problem was not really being attacked in a scientific way. In fact most of the cities and states visited where Vocational instruction was being organized, were found not to be stressing the occupations in which the majority of their people were engaged. It also became apparent that all the Vocational schools visited were more or less handicapped by the fact that no careful study had been made of present day industries to determine just what occupations should be prepared for and what sort of training was required to fit in an efficient way for the work that was to be done.

This first contact with the problem also revealed the fact that the problem of providing Vocational Education for the youth and citizens of Indiana presented a number of problems that were new or at any rate different from those encountered in most of the eastern states where a permanent beginning with vocational training had been made. Consequently plans were made for making a careful and systematic study of the problem as it pertained to Indiana conditions and needs.

The first study attempted was to make a rather careful survey of the industries of Indiana, to determine what the people of Indiana actually did to make a living and to determine the relative importance of these various occupations and industries. This would indicate which lines of vocational work should be stressed in the development of the vocational work of the state.

This first study was made possible because of the splendid co-operation and assistance given to the work, by Indiana University, which provided free of charge to the department the service of R. J. Leonard, Professor of Vocational Education, for an entire year and further co-operated in the work by providing free of charge

to the state the services of a Director to make the Richmond Vocational Survey this year. This study of the industries and occupations of the people of the State, made to determine what kinds of vocational training schools should be given in the state, was described in our first annual report and the bearing of the important facts on tne Indiana problem pointed out.

During the present year five typical surveys have been made, under a plan worked out by the Vocational department; at Richmond, Evansville, Indianapolis, Madison and Jefferson County. The chief aim of all these surveys has been to ascertain from a study of the Industries such facts as are needed to determine what the specific needs for vocational training in the particular community studied are, and from a careful analysis of the major industries of the community and state to determine the facts which would enable us to see just how training in preparation for the occupants of these industries must be given, to prepare student and adult workers economically and efficiently for the work in these industries. In each of these surveys a study was also made of the work done by the public and private schools of the community, to ascertain to what extent the needs for Vocational training were already being met by existing agencies.

Cities and communities which were more or less typical of the various sections of the state were selected so that each survey would make an important contribution to the solution of the problem in the state as a whole, as well as furnish the specific data needed to enable us to work out the problem of Vocational training in that particular community.

The chief purpose or aim of all these surveys was to get the facts which would enable the State Board of Education and its agents to make rational and permanently valid recommendations for the organization of Vocational work in that specific community and to consider the development of Vocational Education in these particular communities, in the light of the needs and development of the work in the State as a whole.

It was also the thought that teachers must be trained for the Vocational work, and that one of the best ways to help Superintendents and teachers was through the Surveys. For this reason an expert agent was secured to direct the several surveys and as much of the work as could possibly be done by the school authorities was done by teachers or local citizens.

No survey was undertaken, unless the local community was interested and co-operated in the work by furnishing half the

money required to make the survey and actually agreed to do a large part of the work. This awakened general interest in the community and left several trained workers on the ground to carry out the recommendations of the State Survey Committee when the survey was completed.

One of the most pleasing and valuable parts of our survey program is the fact that we secured the co-operation of leaders in Vocational Education, throughout the country, men and women who became so interested in our problems that they willingly served on our State Survey Committee, without charge to the State. Some of the more important results of the Indiana Surveys will be discussed at the tenth annual meeting of the National Society for the Promotion of Industrial Education to be held in Indianapolis February 22-24. This brings the Indiana problems and work to the attention of the entire country.

The report of these various Vocational Surveys will all be printed by the opening of this meeting and full recommendations have been made by the State Survey Committee for organizing and developing Vocational instruction in all communities where surveys have been made.

These survey reports will be published by the State Board of Education in a regular survey series for use by the entire state and when the recommendations, made by the State Survey Committee, have been approved by the Local and State Boards of Education, as is provided for in the State plan for conducting Vocational Surveys, such local Boards of Education, have agreed to carry out these recommendations as rapidly as conditions will permit. It is, therefore, believed that our method of attacking the Vocational problems will not only insure that vocational instruction will be provided by the several cities of the State, where surveys have been made, more rapidly than would otherwise have been the case, but will insure that whatever money is expended will be more wisely and economically spent, because the work has been developed on an actual fact basis, regarding local and state conditions and needs.

6. *Financial Statement Showing Amounts Received and Expended for Vocational Education.*

The following tables, 5, 6, and 7, show the total amounts received and expended for vocational education since the passage of the law in 1913:

TABLE 5.

Summary of Expense Paid for Vocational Education from the General Fund of the State April 1st, 1913, to April 1st, 1915.

NAME.	Salary.	Hotel Expense.	Car Fare.	Miscellaneous.	Total.
William F. Book	$7,860 20	$611 50	$665 50	$31 47	$9,168 67
Z. M. Smith	6,657 52	330 40	710 58	28 51	7,727 01
Total	$14,517 72	$941 90	$1,376 08	$59 98	$16,895 68

Total Salaries and Expenses of Deputies—			
Salaries	$14,517 72		
Hotel Expense	941 90		
Car Fare	1,376 08		
Miscellaneous	59 98	$16,895 68	
Office Expense—			
Stenographers	$1,980 00		
Supplies	446 42		
Stamps	500 00	2,926 42	
			$19,822 10

TABLE 6.

Summary of Expenses April 1st, 1915, to September 30, 1915.

NAME.	Salary.	Hotel Expense.	Car Fare.	Miscellaneous.	Total.
W. F. Book	$2,124 98	$86 95	$113 15	$13 62	$2,338 70
Z. M. Smith	1,825 04	90 40	148 30	41 35	2,105 09
Total	$3,950 02	$177 35	$261 45	$54 97	$4,443 79

1. Salaries and Expenses of Deputies—				
Salaries	$3,950 02			
Hotel Expense	177 35			
Car Fare	261 45			
Miscellaneous	54 97	$4,443 79		
2. Office Expense—				
Stenographers	$870 00			
Supplies and Bulletins	2,159 06			
Stamps	300 00	3,329 06		
3. Reimbursement for Vocational Education—				
For Vocational Instruction	$24,895 73			
For Vocational Tuition	148 00	26,343 73		
4. Paid for County Agents of Agriculture	$13,893 87	13,393 87		
				$48,010 45

TABLE 7.

October 1, 1915, to September 10, 1916.

NAME.	Salary.	Hotel Expense.	Car Fare.	Miscellaneous.	Total.
W. F. Book	$4,250 00	$192 52	$314 64	$27 70	$4,784 86
Z. M. Smith	3,650 00	184 80	314 40	10 50	4,159 70
A. S. Baylor	3,300 00	189 61	209 62	27 99	3,727 22
Total	$11,200 00	$566 93	$838 66	$66 19	$12,671 78

1. Salaries and Expenses of Deputies—				
Salaries		$11,200 00		
Carfare		566 93		
Hotel		838 66		
Miscellaneous		66 19	$12,671 78	
2. Office Expense—				
Stenographers		$1,787 00		
Supplies and Bulletins		2,205 78		
Postage		500 00		
Printing		698 09		
Miscellaneous		82 45	5,273 32	
3. Reimbursement for Vocational Education—				
For Vocational Instruction		$49,131 01		
For Vocational Tuition		663 81	49,794 82	
4. Paid for County Agents of Agriculture		31,240 41	31,240 41	
5. Vocational Surveys to date—				
Salary of Director		$3,333 32		
Investigations—				
1. Evansville		422 15		
2. Indianapolis		1,882 95		
3. Richmond		998 45		
4. Madison and Jefferson County		347 04		
General Expenditures		752 11	7,736 02	
				$106,716 35
6. Balance on hand October 1, 1915	$226,384 27			
Received October 1, 1915, to September 30, 1916	201.027 73			
Total balance and receipts			$427,412 00	
7. Balance September 30, 1916				320,695 65
			$427,412 00	$427,412 00

III. Progress Made With the Instruction in Practical Arts Subjects in the Regular Schools.

In addition to providing vocational instruction in state-aided vocational departments and schools the Indiana Law requires all schools of the state to give instruction in elementary agriculture, elementary domestic science and in industrial arts as a part of their regular course of instruction (See Section V). The State Board of Education is also directed by the law to outline a course of instruction for such grades as they may determine which shall be followed as a minimum requirement, and to outline a curse of study in agriculture, domestic science and industrial arts, which they may require city, town and township high schools to offer as regular courses.

1. *Relation of the Practical Arts Instruction to the Vovational Work.*

The State Board of Education and its special agents believe that vocational instruction which aims to prepare directly for a specific occupation or calling in life cannot be given with economy and profit unless the right sort of foundation in general and prevocational education has been laid. They believe that beginning with the kindergarten and extending through the elementary and prevocational periods of training there should be developed, in connection with the pupil's regular school courses, such ideals of service, such a knowledge *about* and interest *in* the fundamental occupations of life; such habits of thinking and work, and such powers of observation and control as are necessary prerequisites for all kinds of work. And they further believe that some or all of these results can best be achieved by means proper instruction in practical arts subjects in the regular schools.

The practical arts work to be done in the regular schools is, therefore, regarded as a very important and necessary preliminary step in any program for efficient vocational instruction as such.

Four periods or stages in the practical arts instruction may be distinguished. (1) The kindergarten, embracing whatever hand work or practical arts instruction may be given in the first six years of the child's life before entering the regular schools. (2) The elementary period embracing, normally, the instruction given from the first to the sixth year of the public school course. (3) The prevocational or intermediate period extending, normally from about the seventh to the ninth school year inclusive and embracing the instruction which should be given in the Junior High School. (4) The vocational period proper, embracing the last part of the pupil's school career when all instruction is, or should be, controlled by a definite vocational motive and when specific instruction in preparation for a particular occupation or profession should begin.

To date the State Board of Education has made mandatory only the work in the third and fourth stages, but recommends work in the second stage. No course of study or detailed suggestions have been made for the first period mentioned, but detailed suggestions and courses of study have been prepared for the second, and the third, or pre-vocational period, while the state-aided vocational schools are being developed to meet the requirements

of pupils who have reached the fourth or vocational period proper.

It is, of course, obvious that the limits for these several stages cannot be definitely fixed. For some the prevocational period, for example, will be short and will consist merely of a brief finding and try-out period, followed at 14 or 16 by vocational instruction designed to prepare for a particular occupation or trade. Where such vocational or prevocational instruction is not provided the boys and girls will merely drift into some line of work without any guidance or special preparation for the work undertaken. For other groups of students this finding and try-out period will be followed by a study of certain courses which give a broad and helpful foundation for the special technical courses which are later to be taken up when preparation for a particular occupation begins. The vocational work in the higher technical and professional school will not begin until such special technical or professional preparatory courses have been finished.

2. *Aim of the Practical Arts Instruction in the Prevocational Period.*

The aim of the practical arts instruction in this finding or prevocational period should be two-fold in character. (1) It should give the pupil a true understanding *of* and appreciation *for* the more important industrial activities represented in the state, and for those upon which the maintenance and welfare of the country and state depend. (2) It should be so planned and conducted that it would assist all pupils taking the course in determining their vocational aim or bent by providing typical experiences in a few lines of work whereby the pupils might try themselves out, as it were, or test their interest in and fitness for the particular lines of work taken up in the school shop.

To accomplish these results the Department and State Board of Education believe that students must be given experiences which are really typical of present day conditions and methods of work in the industries studied. Three methods of study have been distinguished and definite recommendations for their use made by the Department and Board (1) *The Participation or shop method.* where the pupils learns about the industry by actual participation in school shop, conducted as nearly as possible along lines typical of the processes in the industry to be studied. (2) *The observation method,* where certain industries which cannot be

duplicated in a school shop, i. e., railroad and steam engineering, paper making, the manufacture of boots and shoes, automobiles, etc., are studied by visits to these plants, and a certain knowledge of the industrial processes involved gained by first hand observation. (3) *The academic method* where pupils read about the industry in books, or by means of pictures and lecturers try to gain some information about the more important present day industries.

It is believed that the best information about any industry will be obtained by the shop method, mentioned first and that those industries should be selected for intensive study during this prevocational period which may be studied by actual participation in the work. The State Board of Education further believes that full provision should be made by the local school authorities for the practical arts work to be given in this prevocational period, because it constitutes a necessary preliminary step to the vocational work, as such, which is to follow in special state-aided vocational departments and schools.

3. *Results Achieved with the Prevocational Work.*

One hundred and twenty thousand boys and girls in the regular schools of the state, more than one-fifth of all the students enrolled in the public schools were, last year, enrolled in these practical arts courses. The fact that the school attendance for the state, based on total school enumeration and actual school enrollment and attendance, increased 2.95 per cent during the first two years that this prevocational work was introduced into all the schools, and the further fact that the average daily attendance on enrollment for all the schools of the state increased for this same period 8.98 per cent indicates, we believe, the popularity and value of the prevocational work. We do not know of any other factor which might account for such an increase in enrollment and average daily attendance.

Some work in the practical arts subjects has been done in all city, town and township schools of the state, and the character of all the instruction much improved. Most rural schools of the state have attempted some work in agriculture for the boys and domestic science for the girls of the seventh and eighth grades. Some of this work has been well done and distinctly worth while. Much of it is poorly done because the teachers in these schools have not been properly trained and are not really interested in

the work. Definite recommendations will be made on this phase of the work in the report of the Jefferson County Survey, soon to be issued by the State Board of Education.

There is great need for better supervision of this work. Special State agents need to be provided by the State Board of Education for supervising the prevocational work. Provisions for township and county supervisors should also be made.

District conferences have been arranged for by the Vocational Division of the Department of Public Instruction and held in ten districts of the state, last year where the teachers of these subjects have been helped with the specific problems encountered in the work. In this teacher's improvement work the Extension Departments of the State Normal, Purdue and Indiana Universities took a prominent part and their great interest and special help has been appreciated by all.

A suggestive course of study for teachers who desire to fit themselves to teach the practical arts work has been worked out by the Vocational Department in co-operation with the colleges and normal schools of the state and state universities offering courses for teachers of these subjects. These teacher training courses are being tried out this year and as a result the teacher's training work in these lines, as well as the qualifications of teachers has been much improved.

County superintendents are being constantly assisted by county agents of agriculture, township and county supervisors and the Extension Division of Purdue University, and the instruction is being improved all along the line. But much remains to be done before the problem of properly directing and supervising this fundamental work will be satisfactorily solved.

4. *Character of the Work Done.*

The general character or nature of the prevocational work done in different types of Indiana schools was described in detail in our last annual report, and is fully set forth in special bulletins issued by the department on special phases of the work. There has been much improvement in the matter of definiteness of purpose in all this work and in making the work more genuine and real. Most teachers have gotten away from the academic and book method of teaching these subjects and have succeeded in placing the work on a real practical and project basis. Where this has been done the interest in the work by parents and pupils has greatly increased and desired results achieved.

Three years ago there were almost as many different ideas in regard to what could and should be accomplished by means of this practical arts instruction as we had superintendents and teachers of these subjects in the State. Gradually, but surely, a more definite aim and more efficient method of attaining our purpose have been worked out by superintendents and teachers working in co-operation with the State Department. There is now more unity of purpose in the work and a clearer understanding of how this practical arts instruction in the prevocational period of training is related to the regular work of the public schools, and how it may and should prepare for the vocational instruction which is provided in state-aided vocational schools.

For a more detailed statement in regard to the nature of the work actually done in the state—See "First Annual Report on Vocational Education in Indiana," in the twenty-seventh Biennial Report and educational bulletins of State Board of Education.

AGRICULTURAL EDUCATION AND BOYS' AND GIRLS' CLUB WORK.

a. *Correlation Between Home and School Work.* Correlation between home interests and school work in agriculture is being effected rapidly in Indiana. The agricultural instruction given during the school year relates to and prepares for the practical work on the farm. The work in school agriculture is motivated and the daily duties on the farm are made more interesting to the boy and girl.

b. *Supervision of Home Projects.* To make the correlation complete, it is desirable that at least one teacher in a township be employed for twelve months in the year. During the regular vacation period this teacher has charge of all the home project work in the township. Each child is visited at his or her home at regular and frequent intervals. Instruction is given, sources of information in books and bulletins are cited, advice on management and marketing plans is given, encouragement is offered at critical times, the record of all items of income and cost of production are carefully inspected and complete and accurate reports are secured.

Twenty-one teachers, employed by their local school authorities in co-operation with the State Department of Public Instruction and the Purdue Agricultural Extension Department, supervised home project work in Indiana during the summer of 1915.

They spent 5,256 hours in visiting pupils at work on their projects at home. The profit on the projects reported was $9,762.65. The pupils earned in addition to their project income the sum of $10,592.13. The net profit on the projects allows for the deduction of the total cost of production including the cost of labor, which is found by charging ten cents for each hour spent on the projects. At the rate of ten cents an hour the labor income of the 445 pupils under the direction of the twenty-one teachers was $6,211.54. Their total labor and products income was $26,566.32.

During the summer of 1916, forty-seven teachers were employed in the same manner as the twenty-one were employed for the summer of 1915. They supervised the home project work in the manner already described. The 1,383 pupils under their supervision made a net profit of $40,994.53.

c. *Vocational Agricultural Departments.* The interest that has been created by developing the practical phase of agricultural work has enabled several school corporations to establish vocational agricultural departments under the provisions of the Vocational Education Law. The following vocational agricultural teachers are in charge of these departments:—E. C. Stair, and A. C. Hoffman, Indianapolis; C. O. Tuttle, Boston, Wayne Co.; I. T. Beck, Wayne Township, Wayne County; William E. Furnas, Westfield; L. R. Romine, Mooresville; William A. Douglas, Union Township, Johnson County; C. E. Ackerson, Monticelllo; L. A. Wood, Loogootee; J. W. Ray, Greensburg; F. L. Kem, Fairmount; A. J. Healer, Veedersburg; H. F. Brickley, Noblesville; M. M. Jones, Lebanon; H. S. Rice, Cumberland, Marion County; Forrest Iddings, Vevay; B. L. Hummell, Delphi; D. G. Williams, North Liberty, St. Joseph County; O. J. Price, Pendleton; A. E. Murphy, Seymour; H. V. Raquet, Waveland; W. G. Kitchen, Columbus and C. L. Clayton, Evansville.

These teachers have enrolled in their all year classes 633 (the September enrollment is to be added to this) boys and men from 14 to 25 years of age. The success of their short courses has been gratifying. Through this means these teachers reached 12,865 boys and men. Through the club projects 54,167 enrolled for vocational work and through the county agents 333,085 persons were given vocational instruction. The total enrollment, therefore, for practical project work in agriculture under qualified leadership during the year of 1915 and 1916 is 401,022.

d. *State Supervision.* The State Department of Public In-

struction has assisted teachers in the agricultural work in various ways. Detailed outlines of courses of instructions and special helps for teachers have been published. Bulletin Number 15, entitled "Pre-Vocational Courses in Agriculture for the Public Schools of Indiana" and Bulletin Number 22, entitled "One Phase of Agricultural Education in Indiana, Supervision of Home Project Work," have received recognition throughout the United States as being among the best helps that have been published for teachers of agriculture.

The State Director of Agricultural Education and his assistants, supplied by the Purdue Agricultural Extension Department, have reached every county in the state by personal visitations, and have held conferences with teachers and school officials, have given demonstration lectures before teachers' institutes, have visited schools and observed the work in agriculture and have attended public meetings and discussed the subject of agriculture in its relation to the practical problems of the farm. Three hundred seventy county and township institutes have been addressed and in this way 22, 874 teachers have been helped.

d. *School Agriculture and Better Farming.* The State Department of Public Instruction and the State Board of Education have held rigidly to the view that agricultural instruction in the public schools should contribute to both the economic and social efficiency of individual pupils. Therefore the assistance rendered teachers has been of such a character as to emphasize the economic as well as the educational aim of the work. There is abundant evidence that the economic aim is being realized. In many school districts in the state, farmers will not plant corn that has not been tested. A great deal of prejudice on the part of parents had to be evercome before the value of testing seed corn could be demonstrated in a practical way by the boys.

Gradually the rag doll and sawdust or sand testers have come into common use on the farms as a result of the work of the schools.

Many unprofitable cows have been sent to the block as a result of the records which schools boys and girls have kept of their butter fat tests and of the amount and kind of feed used. In many cases good cows have been discovered by the pupils and have been made even more profitable by the care given them and by feeding rations in accordance with information obtained at school.

Fruit and vegetable growing have received a great deal of attention in the schools in all parts of the state. Home orchards

have been renovated and made productive. The home gardens have been planned, cultivated and managed by pupils who have done the work as a part of their regular school course. Thirty-five thousand boys and girls have had instruction and supervison in their practical project work in home gardens.

4. *School Agriculture and Better Citizenship.* By emphasizing the economic aim of teaching agriculture the work of the pupil contributes effectively to the cultural phase of his education. By putting into practice in connection with home duties the information gained in the school, the pupil learns to apply theoretical knowledge to the realities of life. To do this he can not have a passive attitude of mind. He must be alert and aggressive. His power of reasoning from cause to effect is strengthened and his ability to form correct judgments is developed because of his experience in applying his knowledge to problems with which men have to deal in a business and social way. His sympathies are broadened and his capacity for service is enlarged because his work brings him in vital touch with the needs, the struggles, the life experiences of his fellow men. His close contact with the wonderful work of Nature opens to his vision beauties of which he has not been aware. Economic benefits are to him a means of realizing to the fullest extent the sublime ideal of a strong body to act, a trained mind to think, and a pure soul to feel and love.

Agriculture in the public schools of Indiana is developing citizens who will be socially and economically efficient.

DOMESTIC SCIENCE IN THE PUBLIC SCHOOLS OF INDIANA.

The importance of instruction in the subject of Home Economics in the public schools of Indiana was recognized before a statutory enactment legalized such instruction and made it universal.

The great importance of the home as an institution in the lives of all people, and the growing significance of women in the wage earning field have both aroused the thinking world to a sense of the responsibility of the public schools in relation to the training of girls and women for these duties.

In many schools in the state of Indiana, therefore, prior to 1913, some work was done in Home Economics and if the vocation of teaching was anticipated by girls, some effort was made to start them in such training, but much of the Home Economics work was unorganized, did not reach beyond the school room and failed to conceive of the work of the housewife as a vocation requiring a special all around training. While no note was taken of the need of vocational guidance and direction for girls in pursuits other than teaching.

When the commission to investigate industrial educational needs in the State of Indiana made its report to the legislature the following was incorporated in the findings and recommendations.

"It is necessary that careful attention be given to the preparation of girls for wage-earning occupations, but it is an economic loss if they are so prepared at the expense of preparation for their larger and permanent occupation. It is the first duty of school authorities to learn what wage-earning occupations are open to women and how the efficiency of women may be advanced in them. Many trades are closely related to the home, such as dressmaking, millinery, catering, etc. These offer a fine opportunity for temporary work and at the same time for the permanent vocation in home making."

While suggesting the importance of training for girls for temporary work, the Commission wishes to emphasize primarily the field of the large vocation of women in home making. Yet preparation of the girls for the wage-earning occupation must be carried on in order that the period of employment may be more effective and also that those who choose to remain in industry may be properly prepared for their life work.

The public schools everywhere must open their doors to our girls for training in all phases of household arts. Food supply,

food values, adulteration, marketing, scientific preparation, dieting and wholesome serving, all these important problems ought to have serious treatment in properly equipped schools. The nature, value and adulteration of fabrics, the relation of clothing to occupation, health and personal adornment, the economic use of materials, and practice in cutting, fitting and sewing are problems that should have a definite place in our course of study. Sanitation, health, the care of the sick, the nature and meaning of communicable diseases, and the decoration of the home are all problems that are pressing upon the public schools for solution in the interest of the twentieth century home."

Of the three subjects for which instruction is provided by the legislation of 1913, i. e., Agriculture, Manual Training and Domestic Science, the most wide spread provision is made for Domestic Science, for while Agriculture may be confined to instruction in Elementary rural and town schools and Manual Training to instruction in the elementary town and city schools, Domestic Science must be taught in the Elementary rural, town and city schools and while either Agriculture or Manual Training must be taught in the high schools of the state, thus making it possible for some high schools to give instruction in the one line and others in the other line, Domestic Science must be taught in all the high schools of the state.

The term Domestic Science as used in the Indiana law includes all phases of Home Making, as Foods and Cookery, Sewing and Textiles, and Household Management with its different divisions of household engineering, expenditure of income, sanitation, home furnishing and decorating, home nursing, etc., but it is not anticipated that many schools at the present time will be able to give proper instruction in more than one of these lines.

In the early stages of this work in order to facilitate its introduction into the schools, the State Board of Education limited the Elementary School requirements to the girls of the 7th and 8th grades and the High School requirements to one year of high school work. Although this requirement has not been changed the Board is recommending the extension of the work as rapidly as possible, below the 7th grade, and the placing of the one year of High School work in the Freshman year, making it required instead of elective.

The one-room rural schools of which there are 5,969 in the State of Indiana present the greatest difficulties to the progress of the work, because of lack of room, time, equipment, and

trained teachers, and the fact that many of the teachers are men.

To facilitate the work in these one-room rural schools, different Counties and Townships have adopted for a group of schools, one phase of the work, for the teaching of which they are best equipped, and which will be of greatest profit to the pupils and the community.

Home project work has been carried on in many schools, where the home has become a school laboratory in which to carry out in practice the principles of Domestic Science presented in the class room. It has been discovered that fine equipment is not an essential in teaching this work, but that much may be done with very little and very simple equipment.

It has also come to light that a teacher of good practical common sense who has had experience with cooking or sewing or general household work may do something for the children in her schools, in home-making lines even if she has not had special training. She cannot do the work that a trained teacher can do, but if she is satisfied to remain on her own ground, she can interest her pupils in many of the essential points of good home life.

Men are finding that their sex in no wise debars them from an intimate relation to home-making instruction and occasionally one is found who is numbered among the best Domestic Science teachers found in the one-room rural schools.

One of these is in Bartholomew County, who through his own efforts converted a one-room school from a large unattractive room into one of the best equipped one-room rural schools in the state. He thus writes of his difficulties and how they were overcome.

"When I began to teach domestic science, I was not very sure of my ground. I had a notion, though, that it should be taught. I lacked training. The school contained no equipment (except a pail and cup) and no reference books. The school was large and the house was a one-room rural school, 32x25 feet. The enrollment averaged for six years about thirty-five. At times, there were eight grades to teach. There was no fund with which to buy equipment and no one interested in the subject.

I made the work an evolution, starting with the work in physiology as a basis. There is much in Conn's Physiologies about foods and cooking, about proper clothing, about ventilation, and about disease and proper sanitation. I used the experiments suggested in the text, such as the iodine test for starch. This made the work concrete and interesting. We tried experiments

in the different ways of cooking the same article, as for instance the potato. This was done at home and the article of food brought to school. This interested the parents. It was an easy step then to take part of the school's time and to get equipment. Everybody nearly wanted it. All were interested. Plans were made. A large community social was held. With the proceeds, a kitchen-cabinet, an oil stove, kitchen utensils, and a stock of groceries were bought.

Next, the girls wanted to sew. They brought their material and a class was started. Many say a man "can't" teach sewing but he *can, if he will.*

Bulletins were obtained form the various universities and the United States Department of Agriculture, Washington, D. C. Several exhibits of products were obtained from different private companies.

Now, the above is not all that was done in this school. The patrons, by subscription, purchased a Babcock tester, pictures, and books; made a fight for a consolidated school; established experimental plots and supported the work of the county agent.

The other school work was not neglected. The grades of the graduates ranked well with the grades of the rest of the county, one girl making the highest grade in the county for that year. All children, reaching the Eighth Grade during the six years, graduated, and most of them entered high school. The children

were deeply interested, doing much work at home, at noon and recess periods, and before and after school. This extra work was done voluntarily."

The outline in Practical Arts below the 7th grade, found in the State Elementary Course of Study, suggests how the entire school may be taken as one class twice a week and given instruction in Domestic Science in phases of the work valuable to both boys and girls, and the younger as well as older pupils. This course also indicates how time may be saved by correlating the work in Domestic Science with the other subjects of the curriculum.

In the rural schools the subjects of Agriculture and Domestic Science have been readily correlated through the school and home garden work.

High School Girls Gathering Peas in School Garden. Union Twp. High School, Johnson County.

Some county superintendents have employed supervisors of Domestic Science for the entire county to assist especially the teachers of the one-room rural school, and other county superintendents have employed supervisors for a single township, or appointed one teacher of Domestic Science in a township to direct the work of the township in that subject. The outlook then for the instruction of the more than twenty-five thousand girls in the 7th and 8th grades of the one-room rural schools, and the even larger number below these grades is becoming more and more encouraging.

In the elementary grades of the consolidated rural schools

provision for this instruction is far more easily made. The grading of these schools and the number of the teaching force allows more time for the subject; equipment can be provided in a separate room, trained teachers procured, and the phases of the work extended.

The same thing is true of the town schools, where the finances permit. The difficulty in the small towns, however, of which there are 183, with approximately 3,500 girls in the seventh and eighth grades, arises from the low valuation of property and the limited amount of funds forthcoming for school purposes.

In the elementary schools of the cities instruction in Domestic Science has advanced most rapidly because of the larger teaching force, the possibility of good equipment, and special trained supervisors.

In the high schools, the situation is still more easily met. The work is departmental and special teachers can be employed. This subject is taught in the 526 commissioned high schools. Out of 132 high schools reporting on the number of years devoted to this work, over fifty per cent give instruction more than one year. The amount of time per week given to Domestic Science in these 132 schools varies from a minimum of eighty minutes in 43 schools to 480 minutes in three schools and 500 minutes in one school. In 37 schools, or almost one-third of the schools reporting, 400 minutes per week are given to the subject. Domestic Science is also taught in the 129 certified high schools of the state.

The good results of this work among the young people in the public schools of Indiana are becoming more and more apparent, through:

(1) The greater interest shown by the mothers in the community, who frequently organize themselves into Domestic Science Clubs not only for their own improvement but to promote the work in the schools.

(2) The greater cooperation of the girls in the household tasks, which, dignified by a place in the public school curriculum, are no longer denominated drudgery.

(3) The change in the dress of the girls in the public schools. A few years ago girls graduated from both the elementary and high schools in gowns that were elaborate, costly and entirely unsuited to the occassion and the wearer. They are now graduating in dresses and undergarments made by themselves, simple in fabric and style, and in all ways appropriate to the occasion and useful afterward. This simplification of the commencement wardrobe

Class in Sewing. Elementary School, Columbia City.

Class in Cooking. Willson Grade School, Crawfordsville.

has brought about a reduction of commencement expenditures in other lines and produced a wholesome effect on the entire school.

(4) The organization of Girls' Clubs to extend the work in Domestic Science outside of school.

In Perry County a Club of Girls was organized last year in Household Engineering. These young people are attempting to schedule the household tasks for a week. They also spend a portion of the time of the club in sewing for their households.

The great economic responsibility of woman as an agent in consumption is just beginning to be realized. It is estimated that 95 per cent of the consumption of the world's goods is controlled by women and the center of consumption is the home. This makes woman a most important fáctor in the expenditure of the income, and makes her education in that division of the work of great importance not alone to her family but to society in general.

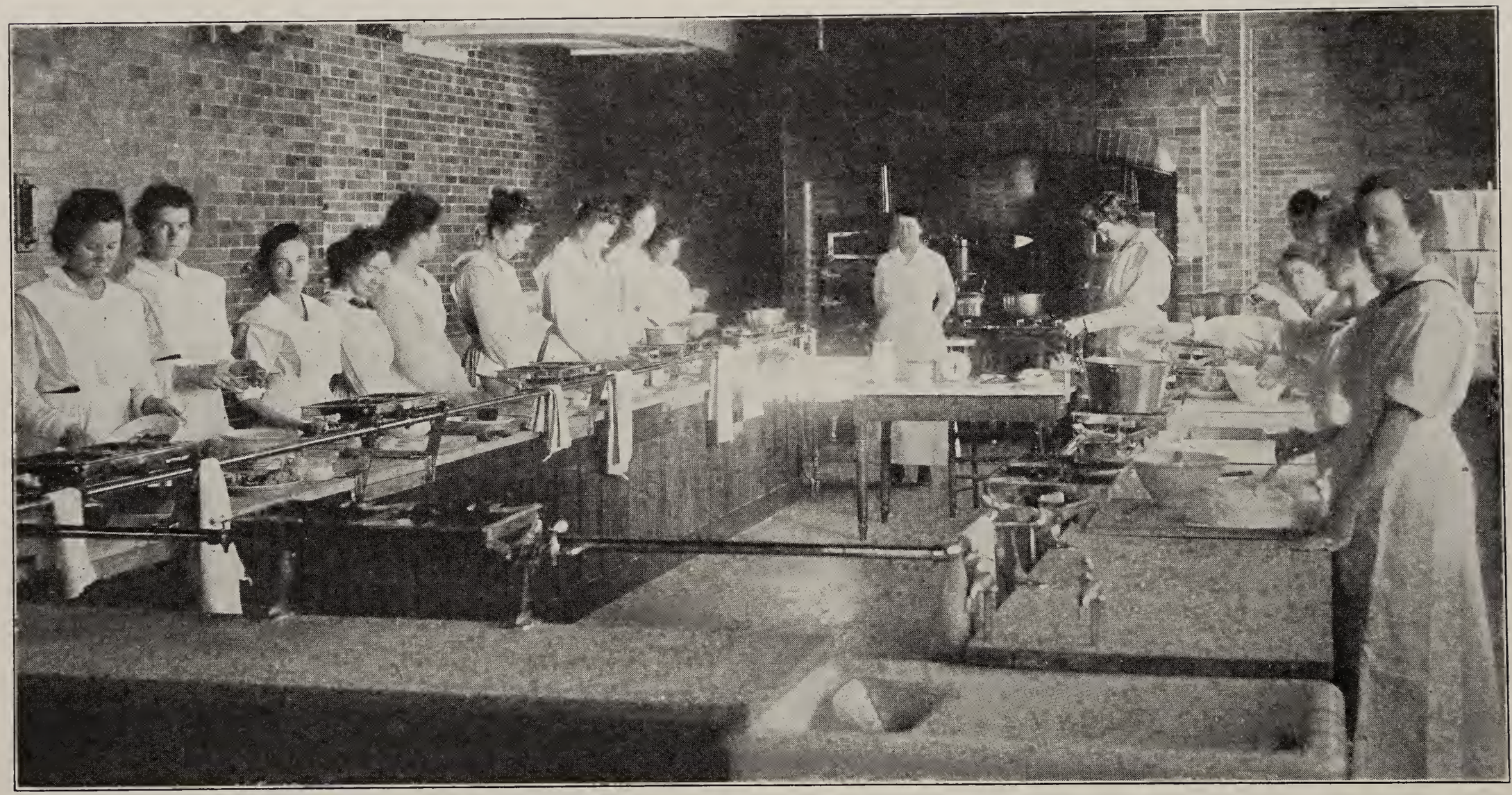
It is the woman of the household who determines what food shall be cooked and served, what clothes shall be worn, what furniture installed. Indeed she probably always has the final word upon the kind of home in which to live, and its site.

When she purchases food for the family, the health of the members and the condition of the pocketbook will hinge upon the nature of her choice. When this food is prepared, either by her or under her supervision, the well-being of the household again may be imperiled by her ignorance of the culinary art, and the income diminished by the 25 per cent that finds its way to the garbage can instead of a clean wholesome refrigerator to be made over into dishes at the next meal.

If she does not know wool from cotton, and cannot distinguish adulterated goods from other goods, a large amount of the money spent for clothing may be wasted.

If she purchases household equipment and furnishings without reference to their use and adaptation to other household equipment and furnishings, she may find costly articles annually relegated to basement or attic having rendered little service or pleasure to the family.

The civic obligations of girls and women are constantly increasing and the teaching of Domestic Science in some schools of the state has been directed toward developing a greater sense of such responsibility through the utilization of the sewing work in the schools to provide clothing for orphans' homes, to assist in making hospital equipment and in other ways to function in fields outside the school and home.



All-Day Vocational Class in Cooking, Greensburg High School.

Girls are learning that there is a science of home-making, and that the work is properly done when the best results are procured with the minimum expenditure of time, energy and money. The notion that any girl or woman can instinctively manage a household, without previous training or practice is gradually being eradicated. Some women can do this just as some men can be successful in fields of work undertaken without previous training, but ordinarily the experiment is too costly. Statistics to tell the story are being collected here and there, which offer convincing arguments for training all girls in the art of home-making.

One superintendent of city schools in Indiana found the largest per cent of infant mortality emanating from the families of young girls who dropped out of school at fourteen to sixteen years of age, with no knowledge of housewifery, worked in blind alley occupations for a few years, and then married knowing nothing of their business as homemakers.

The writers of the Indiana law rightly classified home-making as a vocation and provided state aid for instructing, in special home-making vocational schools, the girls who have entered the wage earning field either from economic necessity or other reasons, and have had no training in Domestic Science.

All Day Vocational schools or departments for which provision is made under the law have been established in Brazil, Carlisle, Columbia City, Crawfordsville, Evansville, Ft. Wayne, Greensburg, Hammond, Indianapolis, Lebanon, Logansport, Monticello, New Harmony, Shelbyville, Union Township (Johnson County), Westfield, Terre Haute, and there were 256 girls last year in these schools.

In these schools, too, girls often become interested in dress-making, tailoring, millinery and other lines of work as an occupation and pursue these subjects with that in mind. In June, 1916, two girls graduated from a three years' course in the Fort Wayne All-Day Vocational School, who expected to be dress-makers.

One of these girls has a very good position in the dress-making department of one of the leading department stores of Fort Wayne where she is doing well, enjoying her work and has a fine opportunity for advancement.

The other young woman is doing the family sewing in her own home.

It is estimated that one girl or woman in 2.8 is at some time in her life a wage earner, a fact that should surely be taken into account in her school training.

The school affords excellent opportunity for developing instruction in vocational guidance for girls as well as boys, that they may not become hopeless drifters. In the city of Indianapolis alone in the last three years over 6,000 boys and girls have dropped out of the public schools to enter wage earning pursuits.

To these, over 6,000 boys and girls, 9,000 permits have been issued, and as a new permit must be issued with each change of employment, this would indicate that a large number of these young people have been misfits and are drifting from one line of work to another.

Such a condition calls loudly for information, "trying out," and direction in the various occupations open to men and women.

There are many women home-makers in the state, who did not have instruction in Domestic Science offered in their school days. These women are now taking advangate of the provisions of the law and attending vocational night classes where short courses are maintained in such subjects as marketing, cooking, serving, sewing, textiles, home nursing, budget making, and household accounting. Over 6,159 women were in such schools last year. In addition to this number 1,970 girls and women were in vocational part-time home-making schools.

The home is the greatest controlling factor in the lives of children, and the mother is a powerful force in determining what the character of the home shall be. More than sixty per cent of the boys found in the State School for Boys, at Plainfield, and the girls found in the State School for Girls at Clermont come from disorganized homes.

To achieve its great purpose, the improvement of home life, instruction in Domestic Science should be pushed as rapidly as possible below the seventh grade in order to reach the girls who from economic necessity or other causes drop out of school as soon as the compulsory age limit is reached, drift about in unskilled occupations for a time and then marry, without the slightest notion of the responsibilities and duties of a wife and mother and how to discharge them.

In the high school, the course in science so often the bugbear of the high school girl because it does not deal with concrete

Nurses taking Patient's Pulse Vocational Home Nursing Work Baker School, Evansville.

things within the range of her experience, must be modified and adjusted to her work in Domestic Science.

The chemistry of foods, clothing, and sanitation are more truly science than the principles of the subjects, committed to memory, with a few simple experiments conducted with unfamiliar substances to prove their truth.

The mechanics of household equipment, the knowledge of heat, light, ventilation, electricity, and plumbing applied to household needs will put a new and practical aspect to the subject of Physics.

To accomplish the results that should follow such instruction, more state and local agents and supervisors are needed to direct the work.

The number of well trained teachers must be increased, and that means better facilities provided for the training of these teachers.

The subject of Domestic Science must be given a larger place in the curriculum and not added to a list of already numerous subjects assigned to one teacher in the school. It must be more closely correlated with all other subjects of the curriculum, and with the home and community life.

In this way will instruction in Domestic Science in the public schools be successful and its large purposes realized through an increase of the sum total of human happiness by:

(1) Economizing the health and well being of the race by minimizing the wastage of life at its source, and increasing the average of all human health.

(2) Increasing the purchasing power of the small purse, through an education of girls and women to their responsibilities as economic factors in the household.

(3) Broadening the life of the home by placing its tasks on a scientific basis and thus affording leisure time to wives and mothers for self improvement and the companionship of their children.

(4) Enabling girls who enter the wage earning field to be stable and skilled in the occupations they undertake and to have a training for home-making either prior to undertaking such occupation or during their period of service, or even later when the responsibilities of home-makers are actively undertaken.

ANNUAL REPORT OF COUNTY AGENT WORK FOR THE YEAR ENDING JUNE 30, 1916.

By T. A. Coleman, Assistant County Agent, Leader in Charge.

By directing their energies along the lines which are a part of the every day agricultural practices of the people with whom they work, these agents are rendering a service which is becoming more valuable and more appreciated from day to day. Serving as the connecting link between the experimenter and the farmer, many facts are brought to the latter's attention which when applied to his work, add materially to the income of the farm.

1. Lines of Work Attempted

An especial effort has been made to select lines of work that have an economic value in the several counties. The following subjects have received particular attention: Soil acidity, drainage, organic matter supply, legumes, wheat production, seed corn selection, storing and testing, oat smut control, alfalfa production, pork production, including cholera control, horse production, beef production, dairy production, and boys and girls' clubs work.

2. Farm Demonstrations

In most cases the work on a given line was introduced through a series of meetings held in the various parts of the county in which the county agent was assisted by a specialist from that division of the Extension Department which was most interested. These meetings were followed up by an arrangement with at least one farmer in each locality whereby he was to try out on his farm the principles involved in the particular subject. Thus we have the farm demonstration involving the liming of the soil, the growing of soy beans as substitutes for clover when the latter fails, the testing of varieties, the comparison of cultural methods, use of commercial plant foods in varying amounts and combinations, the testing of the dairy herd or the organization of the community cow testing association, the feeding of hogs with varying rations, with and without the self feeder; and the feeding of a bunch of steers divided into two or more lots each receiving different rations with accurate accounts as to cost of the gains. We also have the boy's corn growing or pig feeding club, where the mem-

bers compete with each other on a basis which involves cost of production as well as the excellence of the article produced.

3. DEMONSTRATION MEETINGS

In instances where conditions warrant it, a meeting is held at the conclusion of the demonstration which farmers of the community are invited to attend. Results obtained under farm conditions and under the directions of the farmer, make a more forceable appeal to the farmers than would similar results obtained elsewhere. A striking example is noted in the use of the self feeder in a winter hog feeding demonstration under the direction of County Agent Chitty, cooperating with a Montgomery County farmer. A ration of shelled corn and tankage produced gains at a cost of 4.9 cents per pound. Of the thirty farmers attending the meeting held at the close of the feeding period, fifteen built self feeders and purchased tankage to reinforce their hog ration within the following three weeks. Throughout the year a great many farmers were thus induced to incorporate better methods into their general farm practices as is indicated by the following summary.

1. In the season of 1915, 4,114 farmers planted 85,950 acres with field selected seed. According to exhaustive germination tests which are borne out by field tests in several counties slightly over two bushels would thus be added to each acre. This at 60 cents per bushel would add $103,140 to the value of the crop.

2. During the same time, 5,439 farmers planted 51,112 acres with tested seed, thus increasing the stand an average of 10 per cent thereby adding five bushels to the yield per acre, which at 60 cents per bushel increased the value of the crop $153,336.00

3. Two thousand one hundred twelve farmers co-operated in growing wheat on 43,406 acres on which there was a gain of 172,755 bushels, worth at harvest time $186,575.

4. Two thousand thirty-four farmers treated the seed for 35,493 acres of oats to prevent smut, thus avoiding a loss of $69,317.00 at a cash outlay of $709.85 for formaldehyde.

5. One thousand three hundred thirty-one farmers produced 8,694 acres of alfalfa worth $347,760.

6. Six hundred eighty-nine farmers produced 12,010 acres of cowpeas or soy beans, as substitutes in the case of clover failure, to supply organic matter to the soil, while 14,240 tons of ground limestone were used to neutralize the soil acids.

7. Five hundred forty-nine men were influenced to feed more livestock on their farms and 285 were assisted in balancing the ration.

Of the large number of good projects started during the season of 1915, a few are worthy of special mention. In St. Joseph County the organization of the diarymen of one section into a cooperative association covering the production and marketing of their dairy products has great promise. In Green County, the production of high class apples in large quantities as the first step and the bringing in of competitive buyers resulted in the sale of approximately 35,000 bushels at an average of 65 cents per bushel at a time when apples were a drug on the market, gave fruit production such an impetus as it needed. The work of Mr. McIntosh in the marketing of hay was also very effective. The local hay was not eligible to compete on the best markets because of the fact that local balers used but two wires per bale which would not stand the strain of a long ship. The addition of another wire at a trifling cost resulted in an increase of $2.00 per ton on over 2,000 tons.

The work of Mr. Cobb and Mr. Marshall in bringing the melon growers of their respective counties, together to work out the problem of distribution of the melon crop bids fair to be of great benefit. The United States Bureau of Markets is cooperating in this project with them. The work of Johnson among the Bartholomew County dairymen and Henry with the Allen County horsemen and Shorthorn Cattle men will have great influence in stimulating an interest in pure bred livestock.

Although each county agent in the hog producing counties waged a persistent and successful fight against the ravages of hog cholera, most of them maintaining a supply of serum in storage for the use of the local veterinarians which enabled the latter to treat the hogs very soon after the outbreaks were discovered thus making the work much more effective, the work of Mr. McFarland through the Oak Grove Township farmers club in controlling this dreaded disease, probably stands out as one of the best pieces of work of its kind in the state, owing to its practicability and wide application. The township was organized with the usual offices to which was added a committeeman for each two miles square. Meetings were held from time to time, usually once each month at which hog production was discussed with special emphasis on sanitation and cholera control.

Whenever an outbreak occurred, the farm was immediately quarantined and every precaution taken to prevent the spread of the disease. So rigidly did the farmers adhere to these precautions that but one outbreak spread from the farm on which it occurred.

Because of the greater care given the sows at farrowing time the pig crop was increased 35 per cent without additional brood sows, while the cholera losses were reduced from 11.9 per cent in 1914 to 3.7 per cent in 1915. In this way over $15,000.00 was added to the value of the hog crop.

This being such a practical demonstration of the value of cooperation together with sanitation and vaccination, the plan was recommended to the county agents in the hog producing counties, six of whom are fostering the work in twelve different areas.

The past year's work has emphasized the value of the field demonstration in impressing the worth of given practice. Therefore a special effort was made to increase the number of and so place the demonstrations that a great many more people could see and study them. Such a demonstration under conditions common to the average farm and in the hands of the average farmer will exert a much greater influence than the same work at the Experiment Station under the direction of a specialist. During this season, 293 soil demonstrations, 964 demonstrations having to do with crop production and 148 in relation to livestock management, have been arranged. Wherever possible groups of farmers are invited to study the results of these demonstrations.

4. HOME PROJECT WORK.

The "Home Project or Young People's Club Work" is one of the very important lines of the county agent's work as it gives an opportunity to reach the young people in a very practical way. The Corn Club, the Pig Club, the Dairy Club, the Garden Club, the Canning Club, the Sewing Club and the Cooking Club, each offers an opportunity to do some phase of the work of the home or the farm under competent direction, thus affording an object lesson not only to the boy or girl, but also to the parents as well.

The methods of production and the records of the cost of production which are carefully kept serve as very valuable subjects for study when compared with the common farm practices. The club work is generally organized on the township unit plan, with the first prize for each township being a trip to the Farmer's week at Purdue University, with all expenses paid. During the

past year 457 young people were thus enabled to come in contact with the University. Many of these after learning of its possibility, plan to enter for the four year course. In one instance, that of Fred Thomas, of Posey County, the young man not realizing the need of a high school education, left school at the completion of the eighth grade. Later, through his efforts in the corn club, he formed a desire to take a full agricultural course. As the entrance requirements call for a high school course, he, at the age when most boys are entering college, is entering high school, with the firm determination to thoroughly equip himself along agricultural lines.

The work of Mr. Clore, Mr. Craig, Mr. Place, Mr. Crane, Mr. Wright and Mr. Hayes, along this line is worthy of special mention, and as they arrived at the University at the head of groups of bright faced boys and girls, they seemed in truth to be leaders in a movement that will be a large factor in developing our agriculture and elevating the standard of our citizenship.

In the various lines of this work, 3,321 country boys and girls were enrolled during the past year. In every county and in most of the townships, industrial exhibits were arranged whereby each boy was enabled to compare the best samples of his handiwork with that of his fellows, thus fixing more clearly in mind the essential points.

Such exhibits served also to stimulate an enthusiastic support on the part of the school officials, parents and citizens generally.

5. State Fair Exhibits.

Through the courtesy of the State Board of Agriculture, a large building on the Fair Grounds was available for a display of county agent work.

Twelve counties made booth exhibits. The plan was to demonstrate methods by which the agricultural products may be improved rather than to exhibit prize products.

A great deal of interest was manifested by questions to the county agent in charge. This exhibit not only served as a county headquarters for the farm folk of the several counties, but was critically examined by many people from other parts of the state who were thus enabled to get a clear conception of the county agent movement. Altogether 54,333 people were in consultation with some of the men in relation to some phase of the work.

6. FARM HOME STUDY TOURS.

The Montgomery County Home Improvement Automobile Tour, the first of its kind in the United States, was conducted on May 31 and June 1. It consisted of a large party of farm people touring the county visiting homes where some modern improvement was in use. Special studies were made of heating, lighting, and water systems, household conveniences, landscape gardening and interior decorations. So great was the appreciation of the work, that it was decided to conduct similar tours in Allen and Elkhart counties on June 14, 15, 28 and 29 respectively. The Home Economics Clubs in these counties were invaluable in perfecting and carrying out the plans.

7. OAT SMUT CONTROL.

During the early spring months the oat producing counties continued their work on the eradication of smut by the formalin treatment. In the twelve leading oat producing counties, the sale of formalin in 1916 was over three times that of 1915. Especially effective work was done in Benton County, the largest oat producing county in the state. The demonstration work of the previous year was tabulated, printed in bulletin form and put in the hands of every farmer in the county. As a result the sale of formalin was sufficient to treat 41,000 acres, one-half the oat acreage of the county.

The following table shows the development in this work during the past year in the leading oat producing counties.

County	*Acres sown with treated seed.*	
	1915	1916
Delaware	116	275
Fountain	350	5,000
Lake	11,500	25,600
Starke	133	1,050
Wabash	275	8,363
Wells	650	1,460
Allen	11,947	60,120
Benton	3,500	41,600
Boone	3,000	6,000
Montgomery	80	200
Pulaski	3,770	8,975
Elkhart	172	1,200
	35,493	159,843

8. CONFERENCES.

In order that the county agents, whose work necessarily isolates them for long periods, might have an opportunity to compare notes, exchange ideas, and renew their enthusiasm, three conferences were held.

a. *State Conferences*: A State Conference in connection with the annual conference of Extension Workers, was held at Purdue University, October 19, 20, 21, 22 and 23, 1915. A part of the time was occupied by general conferences of all extension workers, at which time the various phases of agriculture were discussed by men of authority on their particular subjects. Each presentation was followed by an exhaustive round table discussion. The aim in this work being to bring to our men the latest thought on the various subjects and if possible enlarge their vision of its relationship to their work.

At other periods sectional conferences were held at which the county agents discussed the details of their work and gaining from the experiences of the other men, were able to go back to their work with a greater understanding of its possibilities and limitations.

b. *County Conferences:* During the months of December and January each county was visited and a meeting of the leading farmers of the county together with the trustees of the various townships was held at which each man was asked to freely discuss the needs of his community in relation to the soil, crops and livestock. Careful notes were taken and as far as possible demonstrations have been placed in each community with the idea of working out their particular problems.

c. *District Conferences:* At the close of the County Conferences, the state was divided into districts and the county agents of each district were invited to meet for a days' discussion of their common problems. Each man was asked to discuss his least successful project giving his plan of work. In the general discussion some of the other men were able to offer helpful suggestions. The most successful projects were also outlined in detail for the benefit of new men or those who had not attempted work on that particular line. On the whole these conferences were very valuable in enlarging the vision, pointing out pitfalls and presenting new ideas.

9. STATISTICAL SUMMARY.

In carrying out the plans of the various men, 4,223 meetings

were held during the year at which the attendance was 327,758 people. Twenty-nine thousand seventy persons called at the offices and 11,291 farmers were visited on their farms. Thus, 368,119 people were reached by the county agents. All of this work required that they travel 188,811 miles. In the supervision of the work 152 days were spent in the field visiting the county agents or meeting with interested farmers in the preliminary organization work of new counties, necessitating the travel of 19,495 miles. The remaining time was spent in the office attending to correspondence with the county agents, arranging details for special campaigns and corresponding with applicants for county agent work. Fifteen hundred sixty-four letters were received and answered. Three hundred seventy-three people called at the office for consultation relative to the work.

During the year county agents resigned in the following counties, Elkhart, Madison, Hendricks, Marion, and Steuben. C. E. Metzger was appointed to continue the work in Elkhart County, M. O. Pence in Hendricks County, R. M. Gilbert, in Marion and H. R. Smalley in Steuben. A. J. Hutchins was transferred from Clarke County to Adams County and H. A. Stevens was appointed to continue the work in Clarke. New men were appointed as follows: G. A. Ellis, Johnson County, G. W. Rosencrans, Fountain County, R. M. Roland, Orange County, and D. S. Meyer, Vanderburg County. L. M. Butler has been appointed in Knox County, to take up the work August 1, 1916. Jasper County Board of Education who voted to discontinue the work July 1, 1914, because the County Council failed to appropriate the funds to carry on the work, has reapplied for the appointment of a county agent, the latter body having been mandated by the Circuit Court to make the appropriation. This case was affirmed by the Supreme Court making the second instance in which the law has been upheld by the highest court of the state. Monroe, Spencer, Vigo, and DeKalb Counties have their applications for the appointment of county agents on file and appointments will be made as soon as suitable men can be secured.

The list of counties with their county agents follows:

County	*Name*	*Address*
Adams	A. J. Hutchins	Decatur
Allen	Clarence Henry	Fort Wayne
*Benton	J. W. McFarland	Fowler

County	*Name*	*Address*
*Boone	R. W. Imel	Lebanon
Bartholomew	I. B. Johnson	Columbus
Clark	H. A. Stevens	Jeffersonville
Decatur	W. E. McCoy	Greensburg
Delaware	J. F. Treasure	Muncie
Elkhart	G. E. Metzger	Goshen
Fountain	G. W. Rosencrans	Covington
Grant	Otis Crane	Marion
Greene	C. F. McIntosh	Bloomfield
Gibson	R. R. Marshall	Princeton
†Hendricks	M. O. Pence	Danville
Henry	E. C. Richey	New Castle
Jackson	A. D. Cobb	Brownstown
Johnson	G. A. Ellis	Franklin
Lake	S. J. Craig	Crown Point
LaPorte	L. B. Clore	LaPorte
Lawrence	C. J. Jones	Bedford
Montgomery	R. A. Chitty	Crawfordsville
‡Madison	W. R. Butler	Anderson
Orange	R. M. Roland	Paoli
Parke	H. J. Reed	Rockville
Posey	F. L. Wright	Mt. Vernon
Pulaski	W. V. Kell	Winamac
Randolph	C. A. Mahan	Winchester
Starke	C. L. Dye	Knox
Steuben	H. R. Smalley	Angola
St. Joseph	J. S. Bordner	South Bend
Sullivan	A. W. Hayes	Sullivan
Vanderburg	D. S. Myer	Evansville
Wabash	V. A. Place	Wabash
Wells	Harry Gray	Bluffton

*Resigned June 30, 1916.
†Began work June 1, 1916.
‡Resigned October 1, 1915.

The gradual development of the work during the past year has been very pleasing, especially with reference to the support given by the farmers and others interested in developing our agricultural resources. Where failures have occurred, they have for the most part been due to our inability to organize the agencies of the county into a compact force, whose united energies would go far toward crystallizing a favorable public sentiment which is necessary if we expect to get the most out of the work. An especial effort will, during the coming year, be directed toward the federation of these factors.

CHAPTER VIII.

CONSOLIDATION OF RURAL SCHOOLS.

Caleb Mills, one of Indiana's pioneer educators, is given credit for being the father of the rural school consolidation idea in Indiana. In his report for 1856 he said that small school districts "insure small and ill furnished structures, short terms, incompetent teachers and corresponding instruction, lifeless schools and unawakened intellects."

In this connection Mr. Mills made some suggestions looking to the abandonment of the one-room, one teacher district school.

In his report for 1898, State Superintendent Geeting, submitted twenty-two letters from School officials and patrons over the state which indicated that a few small schools had been abandoned with satisfactory results.

In this report, Mr. Geeting ventured to recommend that small schools be abandoned "temporarily" and the pupils transported to larger districts or to neighboring graded schools; but he said further; "It should be understood that, in the effort to abandon small schools it is not desired to abandon all of the schools in the township and transport the children to a central school. The large schools should be continued, and only the small ones abandoned." Hence we see that as late as eighteen years ago the idea of complete consolidation had not taken root in our great state.

The first transportation law in Indiana was passed in 1899 as a part of the compulsory education law. In 1901, a law was passed requiring township trustees to abandon schools with an average daily attendance of fewer than twelve pupils and provide for their transportation to other schools. This law also allowed the trustee to abandon schools with an average daily attendance of twelve to fifteen if in his opinion better results might be obtained.

In 1907, the legislature strengthened the law relative to transportation by requiring trustees to transport all children in abandoned districts living more than two miles from the central school and all children under twelve years of age in such districts living more than one mile from the central school.

The consolidation idea has grown by leaps and bounds until,

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in 1916, there are in seventy-six counties a total of 706 consolidated schools to which a total of 37,456 pupils are transported. A total of 2,164 district schools have been abandoned leaving in operation in Indiana at the time of this report 5,969 one-room district schools.

Indiana's development of consolidated schools has attracted the attention of the nation to such an extent that when the managers of the Educational Features of the Panama Pacific Exposition came to select ideas for the various states to represent, they delegated to Hoosierdom the task of showing to the World the newest and best features of the rural school consolidation idea.

Anent the great change that has been wrought in the ideas of the people since the Panama Pacific exposition, the Saturday Evening Post had the following Editorial in its issue of August 26, 1916, under the title—*"Educational Buncombe."*

"It is true this country spends five hundred million dollars a year on the public schools, which is much more than any other country spends; but there is nothing to brag about in that. Congress hands out seven hundred millions for army and navy in a year, and the general verdict is that the country can afford it; but over great areas of the national domain every additional thousand dollars for public education comes with groans.

We should be ashamed of our support of public schools instead of congratulating ourselves about it. There are over two hundred thousand one-room, one-teacher rural district schools where, on the whole, we are working a great confidence game on some millions of helpless minors by taking their time and giving them a bogus article of education.

These one-room ungraded country schools belong to the pioneer era when farmers reaped wheat with a scythe, threshed it with a flail, and hauled it twenty miles to market through mud halfway to the wagon hubs; when building a barn involved getting half of the male inhabitants of the township together to raise the frame.

Grown-up people plow and reap with tractors, thresh with steam, go to town in fifteen minutes in an automobile, and talk over the telephone; but the youngsters are still back in the thirties of the last century."

As a direct result of the consolidation of rural schools, 203 high schools have been established in Indiana, giving the benefit of the "peoples college" to 8,237 students. In the consolidated

schools of Indiana in addition to skilled teachers of the Common and High School branches 266 music supervisors, 232 drawing supervisors, 264 Domestic Science supervisors, 124 agricultural supervisors and 134 Manual Training supervisors are employed, bringing to the children instruction that it is practically impossible to adequately furnish in the one-room district school.

But the most important and far reaching results of this new idea in education cannot be shown in a statistical table.

The spirit of friendly rivalry and emulation and unity of purpose, so evident in the well organized graded school and so woefully lacking in the one-room, one teacher school cannot be put down and measured in comparative tables.

The consolidated rural school building has become the social and civic center of the township where young life finds expression at home, in clubs, literary societies and musical organizations and culture is carried to the farmer's door through the agency of the lecture course. The effect of these advantages otherwise unattainable, cannot be expressed in figures.

In one township in Indiana,the trustee has provided a home for the principal of the consolidated school at small annual rental. This "teacherage" will serve to make the school principal a part of the community life throughout the year and extend the scope of his leadership in the civic and cultural uplift of the township.

Here may be the solution of the small country church problem. No doubt in the near future the school center will again become the church center as it was in olden days and the consolidation of rural churches into a central church with adequate equipment and competent leadership will bring about the church unity which religious leaders have so long desired.

	COUNTIES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		Total number of consolidated schools where children are transported from abandoned districts, 1912.	Total number consolidated schools, 1916.	Number of regular wagons used to transport children, 1912.	Number of wagons used to transport children, 1916.	Average length of routes in miles, 1912.	Average length of routes in miles, 1916.	Number of pupils transported by school wagons or private conveyances, 1912.	Number of pupils transported by interurban, 1912.	Number of pupils transported by steam cars, 1912.	To'al number of pupils transported, 1912.	Number of children transported by wagon, 1916.	Number of children transported by train and interurban, 1916.	Number of children transported by private conveyances, 1916.	Total number of children transported, 1916.	Total number of schools abandoned prior to 1908.	Total number abandoned school districts at present time, 1916.	Total cost consolidated school buildings erected, 1915-1916.	Number of high schools resulting from consolidation of elementary schools.	Total number of students enrolled in such high schools, 1915-16.
1	Adams	3	2	3	.....	5	.....	29	19	.....	48	.....	12	5	17	6	10	.....	.....	.....
2	Allen	3	8	5	12	8	6	6	15	.....	21	208	32	.....	240	24	19	$25,000	5	280
3	Bartholomew	8	7	18	27	2.25	6	334	.....	.....	324	486	.....	.....	486	25	18	21,000	2	81
4	Benton	8	11	9	12	5	5.5	147	.....	.....	147	210	2	285	497	32	41	70,500	1	18
5	Blackford	4	1	4	1	5	5	70	.....	.....	70	16	.....	22	38	4	8	.....	1	52
6	Boone	11	4	30	27	4.50	5.50	516	14	.....	530	418	5	19	442	22	45	18,000	4	206
7	Brown									No co	nsolida	tion.					2			
8	Carroll	.....	13	6	28	4	7.00	178	16	5	199	300	6	142	448	23	36	15,000	8	369
9	Cass	11	12	14	21	2.50	4.50	215	.....	10	225	362	.....	61	423	14	35	50,000	9	425
10	Clark	2	3	3	5	2	5	75	.....	.....	75	107	.....	.....	107	5	7	15,000	.....	.....
11	Clay	3	4	4	8	3.50	4.50	90	.....	.....	90	106	.....	.....	106	7	12	.....	2	67
12	Clinton	.....	20	30	48	6.71	8.2	607	.....	.....	607	1,008	8	94	1,110	22	45	.....	.....	.....
13	Crawford									No co	nsolida	tion.								
14	Daviess	1	6	10	23	2.90	4	165	.....	.....	165	558	.....	12	570	9	25	.....	.....	.....
15	Dearborn	.....	2	.....	9	.....	4	35	.....	.....	35	104	.....	3	107	9	6	.....	.....	.....
16	Decatur	31	18	30	37	6	5.75	442	.....	.....	442	704	.....	28	732	9	43	.....	8	243
17	Dekalb	.....	6	10	8	6	5	79	.....	.....	79	101	.....	12	113	15	9	.....	.....	.....
18	Delaware	13	17	75	86	2.87	5.4	1,472	32	.....	1,504	1,518	20	101	1,639	53	77	.....	3	122
19	Dubois									No co	nsolida	tion.				8				
20	Elkhart	7	6	22	25	3	4	300	15	6	321	764	12	.....	776	28	35	.....	1	31

21	Fayette	6	7	10	18	.....	4	161	.....	.....	161	300	.....	15	315	15	21	.....	7	147
22	Floyd	.....	1	.....	2	.....	6	.....	.....	.....	.....	50	.....	.....	50	5	5	7,000	.....	.....
23	Fountain	18	16	55	74	3	4.5	833	.....	.....	833	1,070	.....	26	1,096	37	45	.....	.....	.....
24	Franklin	1	2	13	14	3	6	210	.....	.....	210	252	5	9	266	37	26	12,000	1	11
25	Fulton	6	11	18	30	4.50	4.5	280	2	.....	282	590	.....	10	600	15	25	.....	6	345
26	Gibson	No report.														10				
27	Grant	6	27	6	8	2.50	5.5	116	.....	.....	116	120	28	42	190	14	17	.....	.....	.....
28	Greene	4	3	4	7	4.40	6.5	22	35	.....	57	133	.....	.....	133	6	16	17,000	.....	.....
29	Hamilton	18	7	39	38	3	6.5	603	.....	.....	603	640	20	30	690	43	31	.....	.....	.....
30	Hancock	13	10	24	36	6	4.5	383	10	.....	393	426	13	143	582	26	40	.....	8	278
31	Harrison	.....	1	.....	1	.....	2	.....	.....	.....	.....	10	.....	.....	10	3	1	.....	.....	455
32	Hendricks	20	18	28	52	4.80	5	470	21	2	493	743	38	101	882	19	43	25,000	.....	.....
33	Henry	15	14	39	61	5.83	6.50	675	4	.....	679	967	19	47	1,033	37	45	.....	.....	.....
34	Howard	15	10	19	29	3.37	4.5	318	7	.....	325	428	13	23	464	21	32	.....	2	79
35	Huntington	.....	2	2	3	5	6.5	46	10	.....	56	56	5	412	473	8	9	.....	.....	.....
36	Jackson	1	10	16	24	2.60	5	248	.....	.....	248	234	.....	18	252	23	30	.....	7	252
37	Jasper	.....	3	8	19	3.25	3.5	130	.....	.....	130	225	.....	75	300	4	24	.....	.....	.....
38	Jay	1	4	6	19	5.50	4.34	96	.....	.....	96	342	.....	13	355	6	21	.....	.....	.....
39	Jefferson	1	18	7	17	2.50	4	127	.....	.....	127	179	.....	3	182	16	22	.....	.....	.....
40	Jennings	4	3	4	4	2.75	5	72	.....	.....	72	98	.....	2	100	2	7	16,000	.....	.....
41	Johnson	3	9	30	33	2.50	7	518	24	.....	542	594	15	40	649	18	51	.....	.....	.....
42	Knox	8	13	24	64	3	3.5	.....	.....	.....	.....	1,202	.....	.....	1,202	12	55	18,000	11	437
43	Kosciusko	20	18	45	82	4	4.5	673	.....	.....	673	1,276	.....	55	1,331	34	69	35,000	1	47
44	Lagrange	12	12	32	40	4	5	542	.....	.....	542	669	.....	50	719	34	36	.....	7	378
45	Lake	15	.....	21	.....	3.50	.....	350	50	400	.....	No report.				13	.....	.....	.....	.....
46	Laporte	14	9	20	32	4	5	239	2	.....	241	754	.....	24	778	21	41	100,000	2	40
47	Lawrence	.....	4	.....	5	.....	3	.....	.....	.....	.....	70	.....	.....	70	7	5	.....	.....	.....
48	Madison	1	8	12	20	6.04	9.8	321	.....	.....	321	380	10	25	415	16	19	.....	1	26
49	Marion	6	20	41	48	5	4.75	907	16	.....	923	1,051	36	133	1,220	17	30	57,000	8	394
50	Marshall	9	7	17	16	3	3.5	233	.....	.....	233	192	.....	11	203	23	18	32,000	5	158
51	Martin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	8	1	3	.....	.....	.....
52	Miami	2	12	13	30	6.33	5	184	3	.....	187	483	13	72	568	18	43	32,000	1	34
53	Monroe	No consolidation.														10	1	.....	.....	.....
54	Montgomery	23	36	76	106	4.90	5	1,600	16	4	1,620	1,270	30	235	1,535	68	.....	14,500	2	80
55	Morgan	4	.....	9	.....	.....	.....	.....	.....	.....	.....	No report.		.....	.....	9	.....	.....	.....	.....
56	Newton	No consolidation.														25				

	COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		Total number of consolidated schools where children are transported from abandoned districts, 1912.	Total number consolidated schools, 1916.	Number of regular wagons used to transport children, 1912.	Number of wagons used to transport children, 1916.	Average length of routes in 1912.	Average length of routes in miles, 1916.	Number of pupils transported by school wagons or private conveyances, 1912.	Number of pupils transported by interurban, 1912.	Number of pupils transported by steam cars, 1912.	Total number of pupils transported, 1912.	Number of children transported by wagon, 1916.	Number of children transported by train and interurban, 1916.	Number of children transported by private conveyances, 1916.	Total number of children transported, 1916.	Total number of schools abandoned prior to 1908.	Total number abandoned school districts at present time, 1916.	Total cost consolidated school buildings erected, 1915-1916.	Number of high schools resulting from consolidation of elementary schools.	Total number of students enrolled in such high schools, 1915-16.
57	Noble	.....	10	15	20	7	5	172	.....	.....	172	390	.....	25	415	19	33	23,000	6	32
58	Ohio									No co	nsolida	tion.				4				
59	Orange	1	1	11	10	6.60	4	246	.....	.....	246	225	.....	.....	225	6	7	.....	.....	.....
60	Owen	2	5	3	8	2	3	58	.....	.....	58	105	.....	15	120	10	9	.....	1	53
61	Parke	9	.....	21	.....	4.67	.....	412	.....	.....	412	.....	.....	.....	.....	25	.....	.....	.....	.....
62	Perry									No co	nsolida	tion.								
63	Pike									No	report.					2				
64	Porter	13	2	.....	28	.....	4.25	.....	.....	.....	.....	374	.....	5	379	11	24	3,200	.....	.....
65	Posey	5	8	8	10	3	8	125	25	.....	150	125	.....	25	150	11	20	.....	4	143
66	Pulaski	12	9	9	21	6	4.5	149	.....	.....	149	378	.....	22	400	10	27	35,000	2	60
67	Putnam	.....	9	16	9	3	5	300	.....	.....	300	75	.....	18	93	30	17	75,000	.....	.....
68	Randolph	16	19	52	117	2.75	3.3	910	45	.....	955	2,461	52	100	2,613	19	112	26,000	13	441
69	Ripley	3	3	5	4	4.12	5	113	.....	.....	113	72	.....	.....	72	10	4	.....	.....	.....
70	Rush	11	11	34	39	8	5.5	760	20	.....	780	600	30	75	705	34	41	50,000	10	314
71	Scott	4	2	.....	11	4	3	78	.....	.....	78	142	.....	.....	142	8	11	.....	1	32
72	Shelby	21	19	31	38	6	9.5	523	.....	.....	523	552	.....	6	558	28	44	.....	9	266
73	Spencer	3	5	2	14	3	3.5	36	25	.....	61	280	40	.....	320	8	.....	.....	.....	.....
74	Starke	12	11	25	20	2.50	4	370	.....	7	377	390	5	35	430	15	30	4,000	3	115
75	St. Joseph	.....	2	.....	4	.....	6	.....	.....	.....	.....	168	14	.....	182	12	8	25,000	.....	.....
76	Steuben	.....	7	20	24	3	3.5	210	.....	.....	210	216	.....	4	220	29	26	40,000	1	135

77	Sullivan	4	7	31	40	3.70	4.5	545	.....	.....	545	873	.....	30	903	28	40	40,000	4	197
78	Switzerland	No consolidation.														1				
79	Tippecanoe	19	21	67	87	8	5.33	1,000	.....	.....	1,000	1,200	3	79	1,282	62	104	69,000	13	441
80	Tipton	2	6	10	12	5	4	174	.....	.....	174	229	.....	.....	229	14	30	.....	.....	.....
81	Union	5	5	7	11	3.25	6	132	.....	.....	132	156	20	24	200	12	9	.....	5	101
82	Vanderburgh	No consolidation.														7	7			
83	Vermillion	2	9	21	18	3	6	319	.....	.....	319	275	.....	25	300	19	15	4,526	.....	.....
84	Vigo	5	.....	12	.....	6	.....	288	12	4	304	.....	No report.		.....	9	.....	.....	.....	.....
85	Wabash	3	19	30	65	2.50	4	680	20	.....	700	740	20	40	800	37	85	50,000	3	130
86	Warren	1	13	6	12	3.9	5	115	.....	.....	115	69	.....	28	97	22	30	33,000	2	72
87	Warrick	.....	3	.....	2	.....	.....	.....	.....	.....	.....	40	25	.....	65	4	10	.....	.....	.....
88	Washington	1	.....	2	.....	5	.....	63	.....	.....	63	.....	No report.		.....	13	.....	.....	.....	.....
89	Wayne	16	24	61	56	2.30	4.6	702	2	.....	704	938	14	26	978	43	44	.....	7	196
90	Wells	.....	6	.....	17	.....	4.4	.....	.....	.....	.....	292	.....	.....	292	13	15	.....	2	47
91	White	4	10	20	25	10	5.5	300	.....	.....	300	300	.....	125	425	33	34	107,000	.....	.....
92	Whitley	5	5	16	15	3	5	215	.....	.....	215	314	.....	25	339	17	24	.....	4	118
	Totals	530	706	1,446	2,046	.....	.....	24,112	410	88	24,600	31,603	499	2,491	37,456	1,606	2,164	$1,164,726	203	8,237

	COUNTIES	20					21	22	23	24	25	26	27									
		Number of Consolidated Schools Having High Schools 1908.											Number of Special Teachers Employed in Township Schools 1915-1916.									
													District.					Consolidated.				
		1. Number providing one year of high school work.	2. Number providing two years of high school work.	3. Number providing three years of high school work.	4. Number providing four years of high school work.	Total.	Total number of consolidated schools having high schools, 1915-1916.	Total number of students in such high schools, 1915-1916.	Percent of 1915 common school graduates of consolidated schools enrolled in high school, 1915-1916.	Percent of 1915 common school graduates of district schools enrolled in high schools, 1915-1916.	Average number pupils per grade in consolidated schools, 1915-1916.	Average number pupils per grade in district schools, 1915-1916.	Music.	Drawing.	Domestic Science.	Agriculture.	Industrial Arts.	Music.	Drawing.	Domestic Science.	Agriculture.	Industrial Arts.
1	Adams	.....	1	.....	.....	1	.....	.....	50	30	13	4	....	....	1	....	....	....	....	....	....	....
2	Allen	2	2	.....	.....	4	5	280	60	60	38	4	....	....	....	....	....	1	....	....	....	1
3	Bartholomew	.....	3	.....	.....	3	2	81	90	60	19	25	....	....	....	....	....	....	1	1	....	....
4	Benton	.....	.....	.....	3	3	10	417	90.5	85.5	26	4	3	3	3	3	3	11	11	11	11	11
5	Blackford	.....	.....	.....	.....	.....	1	52	86	59	36	28	4	4	4	....	....	1	1	1	1	....
6	Boone	.....	.....	.....	2	2	4	206	96	62	24	3	1	....	....	....	....	3	3	2	2	2
7	Brown	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	5	....	....	....	....	....	....	....	....	....	....
8	Carroll	.....	.....	2	4	6	7	369	78	73	13	9	1	....	....	....	....	8	4	6	4	2
9	Cass	.....	.....	2	3	5	9	425	90	80	12	3	6	....	....	....	....	4	....	....	....	....
10	Clark	1	1	.....	.....	2	1	52	90	78	11	4	....	....	....	....	....	2	1	2	....	....
11	Clay	.....	.....	1	.....	1	2	67	90	60	10	4	....	....	....	....	....	....	....	....	....	....
12	Clinton	.....	2	1	6	9	8	469	91	88	15	3.4	....	....	....	....	....	1	1	2	....	....
13	Crawford	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	.....	....	....	....	....	....	....	....	....	....	....
14	Daviess	.....	.....	5	.....	5	4	164	85	68	22	4	....	....	....	....	....	5	4	4	....	2
15	Dearborn	.....	.....	.....	.....	.....	.....	.....	.....	.....	6.3	2.7	....	....	....	....	....	....	....	....	....	....
16	Decatur	3	2	.....	2	7	8	248	95	68	15	2	....	....	....	....	....	5	5	5	....	....

17	DeKalb			1		1	2	67	92		18	3	3	3				2	2			
18	Deleware			4	5	9	8	442	86	50	27	4.4	1	1	1			15	9	10	5	9
19	Dubois																					
20	Elkhart			2	2	4	6	188	85	75	30	5	2					4	5	6	6	2
21	Fayette	1		5		6	7	147	70	50	10	4	2									
22	Floyd									82	12	6										
23	Fountain		2	1	5	8	6	232	85	60	24	6						6	5	5	3	2
24	Franklin	1				1	2	105	75	50	25	8			1			1		1	1	
25	Fulton			4	5	9	6	345	94	60	13	3.59			1			1		3		1
26	Gibson			3		3																
27	Grant						3	168	80	72	5	3						3	2	4	4	3
28	Greene						2	112	78	49	17	5						2	2	1		
29	Hamilton			1	1	2	7	450	79	73	12.6	4.5	2			2		2		3	2	3
30	Hancock			5		5	8	278	76	59	12	4	1	1	1			4	4	4		
31	Hamilton									86	30	19										
32	Hendricks			2	8	10	11	745	95	95	15	2.5	3	3				10	10	10	2	4
33	Henry			1	1	2	10	337	75	58	20	4	3	1				9	9	7		4
34	Howard		1	1	2	4	4	260	73	52	20	4							1			
35	Huntington				3	3	2	152	94	88	24	3										
36	Jackson						7	252	85	65	11	4						1	1			
37	Jasper						1	11	73	40	20	3										
38	Jay						4	207	85	56	30	4						2	3	3		3
39	Jefferson			5		5	3	113	70	50	9	2										
40	Jennings						3	103	88	75	28	23						3	3	3	3	
41	Johnson				7	7	7	271	96	62	18	4	2					7		7	1	
42	Knox	1		2	1	4	11	537	96	78	18	3						11	11	11	11	11
43	Koaciusko						11	504	95	75	17	3						4	4	2		
44	Lagrange		9		1	10	6	278	85	70	20	4						8	6	5	4	
45	Lake	2	2		1	5																
46	Laporte			2	4	6	10	270	95	88	26	5			1	1		2	2	9		4
47	Lawrence						4	155		75	30	20						2	2	4		
48	Madison						1	376	64	60	21	6	1					2	2	2	2	
49	Marion		1		8	9	11	373	76	65	23	7	1	1	1	1		10	10	15	3	8
50	Marshall	2	1	4		7	5	158	82	64	12	4						1	1	1		
51	Martin		1			1				30												
52	Miami						10	399	91	86	12	3										

	COUNTIES.	20					21	22	23	24	25	26	27									
		Number of Consolidated Schools Having High Schools 1903.											Number of Special Teachers Employed in Township Schoole 1915-1916.									
													District.					Consolidated.				
		1. Number providing one year of high school work.	2. Number providing two years of high school work.	3. Number providing three years of high school work.	4. Number providing four years of high school work.	Total.	Total number of consolidated schools having high schools, 1915-1916.	Total number of students in such high schools, 1915-1916.	Percent of 1915 common school graduates of consolidated schools enrolled in high school, 1915-1916.	Percent of 1915 common school graduates of district schools enrolled in high schools, 1915-1916.	Average number pupils per grade in consolidated schools, 1915-1916.	Average number pupils per grade in district schools, 1915-1916.	Music.	Drawing.	Domestic Science.	Agriculture.	Industrial Arts.	Music.	Drawing.	Domestic Science.	Agriculture.	Industrial Arts.
53	Monroe	.....	.....	.....	.....	.....	.....	.....	.....	75	.....	4	2	2	....	....	....	....	....	....	....	....
54	Montgomery	.....	4	.....	4	8	12	752	78	85	12to20	1 to 10	....	....	....	....	....	2	2	2	2	1
55	Morgan	1	2	.....	5	8	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
56	Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
57	Noble	.....	.....	.....	.....	.....	6	321	60	40	14	4	1	1	3	....	....	6	6	6	....	....
58	Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
59	Orange	.....	.....	.....	.....	.....	1	115	90	25	55	5	....	....	....	....	....	1	1	1	....	1
60	Owen	.....	1	.....	.....	1	1	53	100	50	8	4	....	....	....	....	....	1	1	....	....	....
61	Parke	.....	1	4	1	6	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
62	Perry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
63	Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
64	Porter	.....	.....	1	2	3	.....	.....	58	60	7	4	2	1	....	....	....	....	....	....	....	....
65	Posey	.....	.....	.....	.....	.....	4	143	90	90	30	4	....	....	....	....	....	....	....	....	....	....
66	Pulaski	.....	.....	1	3	4	5	275	92	63	12	3	....	....	....	....	....	5	5	5	5	5
67	Putnam	.....	.....	12	.....	12	9	180	96	93	8	5	....	....	3	....	....	4	4	3	....	....
68	Randolph	.....	2	1	2	5	16	644	95	45	23	3	1	1	....	....	....	16	16	16	10	16

69	Ripley			3		3	2	80	90	84	14	6						1	1	1	1	
70	Rush		1		10	11	11	314	71	68	32	18						6	6	6		
71	Scott		1			1	1	32	86	55	17	5						1	1			
72	Shelby			17		17	9	266	90	85	10	3						7	7	7		
73	Spencer								75	25								1	1	1		
74	Starke			3		3	4	142	85	7	20	4						4	4	4	4	
75	St. Joseph								80	48	27	3	1		1			1		1		
76	Steuben		1			1	7	299	95	90	15	4						6	6	7	6	5
77	Sullivan			4		4	7	234	90	91	45	22						5	5	5		
78	Switzerland																					
79	Tippecanoe		3	1	9	13	13	441	83	86	11	3						7	7	13	7	8
80	Tipton						4	258	90	76	14	4						6	6	6	6	6
81	Union		6			6	5	101	89	70	7	4	3	2		1		3	2		1	
82	Vanderburgh											10	2		1	1	1					
83	Vermilion				1	1	4	205	85	75	21	6										
84	Vigo	1	1			2																
85	Wabash						10	478	90	85	12	3	1					6	7	10		8
86	Warren	2			1	3	2	72	95	67	14	3						1	1	2	2	1
87	Warrick						1				30	20						3	3	3	3	
88	Washington	2		1		3																
89	Wayne		1	2	6	9	7	196	72	46	19	4	3		3	2		7	4	4	4	
90	Wells			3		3	6	261	97	94	19	3						6	6	6	6	6
91	White				2	2	5	320	80	75	18	3.5						4	4	4	4	4
92	Whitley			4	2	6	4	118	95	75	13	4	1					3	1	1		1
	Totals	19	52	111	122	304	344	16,885					53	24	24	11	1	266	232	264	124	134

CHAPTER IX.

REPORT OF INDIANA STATE TEACHERS' RETIREMENT FUND

The following is a report made by the Board of Trustees of the Indiana State Teachers' Retirement Fund to the Governor of the State of Indiana for the year of 1915-1916.

The names of the beneficiaries do not appear in this report, since the Board has made a special report, and same can be secured.

Hon. Samuel M. Ralston,
Governor of Indiana,
Indianapolis, Indiana.

Dear Sir:

In compliance with the requirements of Section 10 of the Indiana State Teachers' Retirement Law, we submit herewith our report as trustees of the Indiana State Teachers' Retirement Fund for the year beginning August 1, 1915, and ending July 31, 1916, together with the financial report of the Treasurer of the fund.

Organization

In conformity with the requirement of the statute the ex-officio trustees, Charles A. Greathouse, State Superintendent of Public Instruction, Dale Crittenberger, Auditor of State, and Richard M. Milburn, Attorney General of State, and the appointed trustees, Benjamin F. Moore, Superintendent City Schools, Muncie, and Richard Park, County Superintendent of Schools in Sullivan County, met in the office of the State Superintendent of Public Instruction for organization on Monday, August 2, 1915, at 10 o'clock A. M. Mr. Greathouse presiding. The following officers were elected:

President, Superintendent Benj. F. Moore, Muncie; Vice-President, Superintendent Richard Park, Sullivan; Secretary, Superintendent Charles A. Greathouse; State Superintendent of Public Instruction.

The above named officers qualified and each has served in the official capacity named throughout the year.

CHANGE IN BOARD.

Hon. Richard M. Milburn, Attorney General of Indiana and an ex-officio member of the Board, died November 9th, 1915. Hon. Evan B. Stotsenberg, having been appointed as Mr. Milburn's successor because an ex-officio trustee of the State Teachers' Retirememt Fund and has since served as a member of the Board.

SUMMARY OF CONDITION OF FUNDS

Amount paid into the several units:	
Bartholomew Co	$10.00
Bedford	633.34
Columbus	496.87
Evansville	64,150.96
Franklin Co	628.00
Fort Wayne	3,340.00
Frankfort	10.00
Goshen	530.00
Hartford City	273.60
Huntington	248.00
Indiana School for the Blind	758.34
Indiana School for Deaf	640.00
Indiana State Normal	2,000.00
Jeffersonville	765.00
Lafayette	2,671.95
LaPorte	525.00
Logansport	1,315.00
Madison	428.26
Marion	1,911.00
Mishawaka	620.00
Muncie	1,285.00
Pulaski Co	20.00
Seymour	505.00
Valparaiso	270.00
Vincennes	1,235.00
Total receipts by units	$85,270.32

The following units were established at the time the above report was made but no payments had been received:

Dearbourn County	Tippecanoe County
Kosciusko County	Wayne County
Marion County	Peru City

Earnings.

Coupons maturing	$1,249.68
Interest on deposits	230.85
	$1,480.53
Total receipts	$86,750.85

Disbursments

Expenses office fixtures and administration	$ 950.00
Annuities, quarterly payments (Evansville)	3,031.25
	$3,981.25
Balance on hand July 31, 1916	$82,769.60

Investments.

Bonds in hands of Treasurer	$44,634.75
Cash in depositories	38,134.85
	$82,769.60

Note:—The items of $950.00 expense includes the cost of all books, blanks, cases, typewriters, desks and other paraphenalia and equipment needed for starting the operation of the law. The actual expense of administration, outside of the purchase of permanent equipment necessary for operating the law has been very small

The receipts from earnings were $530.53 in excess of the annual expenses. It was therefore unnecessary to prorate expenses to any of the units as is made possible by the provision of Section 9 of the law. No amount, therefore, is set opposite that item in reporting the expenditures of the several units.

The $530.53 excess of earnings over expenses will be apportioned to the several units whose teachers are paying assessments, as provided in Section 15. The per capita basis of apportionment being forty-eight and above eight tenths cents.

CONDITIONS OF TEACHERS' RETIREMENT FUND
July 28, 1916

The Treasurer of State begs to submit the following report to the Trustees of the Teachers' Retirement Fund:

Receipts.

Bonds matured	$1,210.00	
Coupons matured	1,249.68	
Interest on deposits	230.85	
From Teachers' Retirement Fund	39,425.57	
		$42,116.10

Disbursements.

Miscellaneous expenses	$950.00	
Annuities and quarterly payments	3,031.25	
		$3,981.25
Balance in depositories July 28, 1916		$38,134.85
Bonds redeemed	$1,210.00	
Bonds in custody of Treasurer	44,634.75	
	$45,844.75	
Cash in depositories	$38,134.85	
Bonds in custody of Treasurer	44,634.75	
Total fund	$82,769.60	

The cash in hand is deposited as follows:

Farmers Trust and Savings Company, Marion	$4,453.48
Central Trust and Savings Co., New Castle,	1,541.50
Shelbyville Trust Company, Shelbyville,	2,601.11
First National Bank, Richmond	29,538.76
	$38,134.85

Funds in custody of Treasurer, as follows:

4½%	$36,169.00
5%	7,665.75
6%	800.00
	$44,634.75

Respectfully submitted
GEO. A. BITTLER, (Signed)
State Treasurer.

UNITS ESTABLISHED

Cities	19	
Cities Transferred	1	
Counties	8	
State institutions	3	
Total		31
Petitions filed awaiting action of Board		1
Total petitions filed		32

Note:—In some cases units were established too late for the with-holding of assessments from payments to teachers. Such units show no receipts from assessments paid and teachers are charged with arrearages for the entire year. None of the units except Evansville have had any expense under the law other than refunded assessments to withdrawn beneficiaries.

In the case of Evansville, which is a transferred unit, annuities authorized under the 1913 law have been paid and charged to the Evansville unit.

Under the law no payments of annuities or benefits authorized under this act can be paid prior to January 1st, 1917. The expenses for annuities and benefits will therefore be very small for the coming year. We have therefore deferred making any estimates of amounts required by the several units for annuities and benefits during the year.

During the coming year none of the units will require any apportionment from the proceeds of the state school tuition tax.

SUMMARY OF BENEFICIARIES

Total applications accepted by Board	1,987
Withdrawn	4
Present beneficiaries	1,983

Number receiving annuities or benefits—none except fifteen transferred with the Evansville unit whose annuities were authorized under the 1913 law and the payment of which was assumed by this Board, funds having been collected and transferred for that purpose.

BOARD OF TRUSTEES.

5575—43

CHAPTER X.

Accrediment of Schools and Licensing of Teachers.

SCHOOLS ACCREDITED FOR THE TRAINING OF TEACHERS

I. THE LAW.

A. The State Board of Education, in addition to its present powers and duties, shall be and is hereby constituted a state teachers' training board, and, as such, is authorized and directed to arrange for a regular system of normal school instruction throughout the State; to designate what schools and what professional departments in schools shall be accredited in the state system of normal school instruction; to fix conditions upon compliance with which present and future schools and departments may become accredited as a part of such system; to establish, inspect, pass upon and approve, reject, alter, amend or enlarge courses of study and teaching in the several accredited normal schools and the accredited professional departments in schools of the State; and to determine upon credits to be allowed for the work of accredited schools and departments, and equivalents, if any, to be accepted for such work or any part thereof. Said board shall make no rule, regulation or requirement applying to any accredited school or department which shall not under like circumstances apply to each and every accredited school and department in the State, nor shall any requirement be in excess of the requirements of the Indiana State Normal School; it being the purpose and intent of this act that all schools and departments for normal instruction and the training of teachers shall maintain as nearly as possible like standards of excellence and efficiency.

B. The state teacher's training board shall have power and authority to prescribe courses of study upon completion of which graded certificates of work done may be granted by any such accredited school, which certificates shall be recognized by the Indiana State Normal School so far as such certificates meet the requirements of said school course.

C. In order to encourage trained teachers to teach in the district schools and in the grades in the small towns of the State, each accredited school and the State Normal School may, subject to the rules and regulations of the state teachers' training board, establish a two-year course open to high school graduates, the completion of which will be accepted in lieu of a license and will entitle one to teach in the district schools and the grades in the small towns for three years without examination.

D. After two years from graduation upon satisfactory evidence of professional experience and ability to instruct and manage a school, under rules and regulations therefor to be established by said state teachers' training board, graduates of any accredited school or department shall be entitled to diplomas to be issued by said accredited school, stating the character and amount of work completed.

E. Said state teachers' training board shall grant to each school and department accepting the provisions of this act and agreeing to be bound by the rules and regulations of said board the right to use the word "accredited" as a part of the title or name of such school or department, which right shall be revoked by said board at any time upon the refusal of any such school or department to abide by any rule or regulation of said board.

F. It shall be unlawful for any school or department for normal instruction and the training of teachers which has not accepted the provisions of this act or whose authority under this act has been revoked to use the word "accredited" as a part of its name or title or to state that such school or department has been accredited. If any officer, employe, agent, owner, or part owner, or instructor or teacher in any school or department for normal instruction and the training of teachers which has not been accredited as provided herein, or whose authority hereunder has been revoked as herein provided, shall use the word "accredited" as a part of the name or title of such school or department, or shall publish, advertise, announce or say that such school or department is accredited, upon conviction of the same, he shall be fined in any sum of not more than five hundred dollars. (R. S. 1908, 6318.)

Important Rulings of the State Board of Education. October 28, 1913.

1. No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

2. Hereafter no college or normal school shall be classed as a standard college or standard normal school which grants the A. B., B. S., or other academic degree for less than four full academic years' (144 weeks) work above the four years' work of the commissioned high school. Graduates of institutions granting degrees for less than four full years of college or normal school work above and beyond the four years' high school course, who base their applications for commissions or certificates for the schools they represent, on the completion of such course or courses only, shall be deemed ineligible to have the commissions or certificates of high schools granted on their scholarship.

3. The resolution adopted April 11, 1912, shall be amended to read as follows: "On and after September 1, 1912, a high school in order to be commissioned or certified must have on its teaching staff at least one teacher who is a graduate of a standard college or standard normal school, or who possesses a scholarship equivalent to such graduate, such equivalency to be determined by the State Board of Education."

4. The above rule adopted April 11, 1912, shall not be retroactive in its application.

5. The actual courses offered and work conducted in all schools accredited by the State Teachers' Training Board must conform to the published catalogues of such schools, and copies of catalogues must be on file in the State Department of Public Instruction.

II. DEFINITIONS AND RULES.

A. Standard Colleges.

1. Teachers.

(a) Number.—There must be five or more teachers devoting their time exclusively to college work.

(b) Work Required.—No teacher must be allowed to teach more than twenty-five hours per week. It is advisable to reduce the work of each teacher to fewer than twenty hours per week.

(c) In Departments of Education.—The teachers must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public school work. They must be able to teach in a manner satisfactory to the State Teachers' Training Board.

2. Finances.

(a) Endowment.—There must be an endowment of not less than $200,000.

(b) Income.—In lieu of the above mentioned endowment, an annual income, exclusive of tuition, of $10,000 will be accepted.

3. Entrance Requirements.

Graduation from a commissioned high school or the equivalent must be required for entrance.

4. Graduation Requirements.

(a) Length of Year.—The school year must consist of not less than thirty-six weeks.

(b) Recitation Period.—The recitation period must be at least fifty minutes.

(c) The Course.—(1) The course leading to the bachelor's degree must include four full years of work beyond the entrance requirements.

(2) Hereafter no college shall be classed as a standard college which grants the A. B., B. S., or other academic degrees for less than four full academic years' (144 weeks) work above the four years' work of the commissioned high school. Graduates of institutions granting degrees for less than four full years of college work above and beyond the four years' high school course, who base their application for commissions or certificates for the schools they represent, on the completion of such course or courses only, shall be deemed ineligible to have the commsisions or certificates of high schools granted on their scholarship.

(d) Basis of Work.—The college may plan its work upon any hour-per-week basis from fifteen to twenty that it chooses.

5. Equipment.

(a) Laboratories.—The laboratory equipment must be adequate to meet the modern requirements of college work in the sciences attempted.

(b) Library.—The library must contain at least 5,000 volumes exclusive of public documents. It must be a growing library. The educational department should have a good collection of educational and pedagogical books, and sets of the leading school journals and educational reports. The library room shall not be used for recitation purposes.

6. Pedagogical Course.

There must be a well organized course for teachers requiring not less than one-sixth of the time of the student who is working for the bachelor's degree.

No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

7. Standard Colleges in Indiana Accredited for Classes A, B, and C.

Butler College, DePauw University, Earlham College, Franklin College, Hanover College, Indiana University, Notre Dame University, Purdue University, St. Mary's College, St. Mary-of-the-Woods College, Valparaiso University, Wabash College.

B. STANDARD NORMAL SCHOOLS.

1. Teachers.

(a) Number.—There must be five or more teachers, devoting their time exclusively to the work of the normal courses.

(b) Qualifications.—The teachers must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in public school work. They must be able to teach in a manner satisfactory to the State Teachers' Training Board.

(c) It is the sense of the State Teachers' Training Board that for effective teaching an instructor must not be occupied with classes more than 25 periods per week and that 20 periods is preferable. In considering the accrediting of schools it will be guided by this conviction.

2. Finances.

The total annual income must be not less than $7,500.

3. Entrance Requirements.

No student shall be admitted to the work for class A, B or C unless he is a graduate of a certified or commissioned high school or has a certificate of equivalency from the State Board of Education.

4. Graduation Requirements.

(a) Length of Year.—The year shall consist of at least three terms of twelve weeks each.

(b) Recitation Period.—The length of the recitation period shall be at least fifty minutes.

(c) The Course.—(1) No course leading to graduation and a diploma shall be less than three years in length.

(2) Hereafter no normal school shall be classed as a standard normal school which grants the A. B., B. S., or other academic degree for less than four full academic years' (144 weeks) work above the four years' work of the commissioned high school. Graduates of institutions granting such degrees for less than four full years of normal school work above and beyond the four years' high school course, who base their applications for commissions or certificates for the schools they represent, on the completion of such course or courses only, shall be deemed ineligible to have the commissions or certificates of high schools granted on their scholarship.

(3) No credit on any of the teachers' courses in any institution accredited by this board shall be given for the holding of any grade of county or state license to teach except as may be provided for and authorized by the State Teachers' Training Board.

(d) Basis of Work.—The institution may plan its work on either a fifteen or twenty hour per week basis.

(e) Drills.—Work in vocal music, drawing (not mechanical), penmanship, or physical education that requires no time other than the recitation period, is considered a drill. Such work may be taken in addition to the regular requirement, but shall not be counted one of the four credits required for the class A certificate or the eight credits required for the class B certificate. Such work in order to be counted one of the four credits required for the class A certificate or the eight credits required for the class B certificate must be given daily with double periods.

(f) Adequate training school facilities shall be provided for observation study and practice in at least four grades of public school work.

5. *Equipment.*

(a) Laboratories.—There must be adequate laboratory facilities for teaching the various sciences offered.

(b) Library.—The library must contain at least 2,500 volumes exclusive of public documents. This library should be particularly rich in standard books on educational subjects, educational reports of states, cities and committees and sets of important educational journals. The reading table should be supplied with the leading educational papers.

6. *Standard Normal Schools in Indiana Accredited for Classes A, B, and C.*

Indiana State Normal School, Central Normal College, Muncie National Institute, Tri-State College.

C. Normal Departments.

A college or normal school that does not meet the requirements of a standard college or a standard normal school may open a normal department under the following conditions:

1. *Teachers.*

The work must be in charge of a competent director, who shall organize and manage the work of the department.

For class A and B work a sufficient number of teachers must be employed to do the work well. To be accredited for class C the same number of teachers must be employed as in a normal school.

The teachers in normal departments must meet the same general requirements as teachers in normal schools.

2. *General Requirements.*

All the requirements of normal schools such as admission of students, standards of work, laboratory and library equipment, length of school year, recitation period, training school, etc., apply without change to normal departments.

A sufficient annual income for maintaining the department in a manner satisfactory to the state teacher's training board must be provided.

3. List of Accredited Schools with Normal Departments.

Academy of Immaculate Conception, Ferdinand, Class A; Convent of Sisters of St. Francis, Oldenburg, A and B; Goshen College, A and B; Huntington College, A and B; Indiana Central University, Indianapolis, A and B; Manchester College, A, B and C; Marion Normal Institute, A, B and C; Moores Hill College, A and B; North American Gymnastic Union, Indianapolis, A, B and C (Physical Culture); Oakland City College, A and B; Teachers College, Indianapolis, A, B and C; Union Christian College, Class A; Vincennes University, A and B; Winona Federated College, A, B and C; Evansville City Training School, A and B; Fort Wayne City Training School, A and B; Indianapolis City Training School, A and B; South Bend Training School, A, B and C, (Kindergarten).

III. TRAINING SCHOOLS.

A. KINDS.

1. Observation.—In standard colleges, standard normal schools, and normal departments that are accredited for the training of teachers, all class A and B students must observe expert teaching in at least four grades of common school work. These must be selected from the primary, intermediate and grammar grades. All prospective high school teachers must observe expert teaching in at least two departments of the high school work.

2. Practice.—All standard normal schools and normal departments must give all class C students actual practice in teaching under efficient direction. For prospective high school teachers it is necessary to furnish practice in high school work. Standard colleges doing class C work must require observation work, and are urged to furnish practice work also.

3. Rural Schools.—All schools offering the special two years' course must maintain a typical rural school and use it freely for observation in the preparation of country teachers.

The work in observation must include an understanding and interpretation of the teaching observed, under the guidance of a competent teacher.

B. TEACHERS.

The teachers in these training schools must be graduates of standard normal schools, standard colleges, or universities doing graduate work. They must have had successful experience in

public school work. They must be able to teach in a manner satisfactory to the state teachers' training board.

C. EQUIPMENT.

The training school rooms must be properly heated, lighted and ventilated. The seating and general arrangement should meet modern requirements. There must be a sufficient supply of maps, globes, charts, books and apparatus to meet all the needs of good work.

IV. THE COURSES.*

A. CLASS A. (TWELVE WEEKS.)

1. In Standard Colleges.

At least two-thirds of the total amount of work done for Class A shall be in the following subjects: Principles of Education, Principles of Teaching, Educational Psychology, School Management, History of Education, Special Pedagogy of School Subjects. The remaining one-third of the work may be done, either in whole or in part, in the strictly professional subjects or in the field of Philosophy.

The equivalent of not less than three hours' work per week for the term shall be devoted to the special pedagogy of at least one school subject. In connection with this work, there must be supervised observation equal in amount to at least one lesson period.

Provided, that students pursuing the course for Class A certificates of training may elect and receive credit for an amount of prevocational work in an approved course or courses not to exceed one-fourth the total amount of work required for Class A, but in making such substitution the strictly professional work must not be omitted.

2. In Standard Normal Schools and Normal Departments.

(a) One period a day in any one of the following subjects: Methods I, Observation, Educational Psychology I, History of Education I, Child Study.

(b) One period a day must be given to the study from the

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*The rulings on the training of teachers desiring to fit themselves as special teachers of pre-vocational subjects and the rulings on the training of teachers for regular vocational schools and departments will be contained in Bulletins to be issued later by the State Department of Public Instruction.

teachers' point of view of some one of the common school subjects.

(c) One period a day must be given to the study from the teachers' point of view of one of the high school subjects.

(d) The fourth subject may be elected from (b) or (c).

Provided, that students pursuing the course for Class A certificates of training may elect and receive credit for an amount of prevocational work in an approved course or courses not to exceed one-fourth the total amount of work required for Class A, but in making such substitution the strictly professional work must not be omitted.

Completion of one year's work or more in a standard college shall be accepted for Class A teachers in lieu of twelve weeks' work in a school maintaining a professional course for the training of teachers.

B. CLASS B. (TWELVE WEEKS IN ADDITION TO CLASS A.)

1. In Standard Colleges.

(a) At least two-thirds of the work shall be in subjects begun in Class A, or in other subjects there enumerated. The remaining one-third of the work may be done, either in whole or in part, in the strictly professional subjects, or in the field of philosophy, provided there is no duplication of work already done, and further provided that Class A teachers completing the training course for Class B certificates may elect and receive credit for an amount of pre-vocational work in an approved course or courses, not to exceed one-half the total amount of work required to complete the training for Class B certificates, but in making such substitution the strictly professional work must not be omitted.

2. In Standard Normal Schools and Normal Departments.

(a) Same as 2. (a) page ——, with no duplication of that work.

(b) Same as 2. (b) page ——, with no duplication of that work.

(c) Same as 2. (c) page ——, with no duplication of that work.

(d) Same as 2. (d) page ——, with no duplication of that work. Provided that Class A teachers completing the training course for Class B certificates may elect and receive credit for

an amount of pre-vocational work in an approved course or courses, not to exceed one-half the total amount of work required to complete the training for Class B certificates, but in making such substitution the professional work must not be omitted.

Completion of one year's work or more in a standard college shall be accepted in lieu of either the first or second twelve weeks required for a Class B certificate.

C. Class. (One Hundred Eight Weeks.)

1. General Regulations.

The requirement that a teacher of the third class "shall be a graduate of a school maintaining a professional course for the training of teachers, or its equivalent," shall be construed to mean that such teacher shall have completed in a standard normal school or approved normal department, a course of not less than 3 years above that required for graduation from a commissioned or certified high school or the equivalent at least one-fourth of which shall be of a strictly professional or pedagogical character, and in which the remaining subjects shall be studied and taught from a professional point of view, and provided that a graduate of a standard college or university which maintains a professional course for teachers' of not less than three years, accredited by the state teachers' training board, at least one-sixth of whose work shall have been in such department, may, upon complying with the other requirements of the law, be admitted to Class C.

2. In Standard Colleges.

The course must meet the requirements set forth in the topic, "Pedagogical Course," under Definitions and Rules. Considerable time must be given to observation and practice in training schools, or to observation alone, if proper arrangements cannot be made for practice. Of the one-sixth professional work required of Class C students, not more than one-third may be chosen from the following philosophical subjects: General Psychology, Philosophy, Ethics, History of Philospohy, Aesthetics or Logic.

Those desiring to prepare themselves for supervisors or special teachers of agriculture, domestic science or industrial arts subjects and working for a C certificate, should specialize on the pre-vocational subject they are preparing to teach. The kind and amount of work which such a special teacher or supervisor of agriculture, domestic science or industrial arts should pursue has

not yet been authorized by the Board. It should represent normally two full years of special work for the prospective teacher and graduation from a standard technical college or course for the supervisor.

Class B teachers completing the training for class C certificates and desiring to fit themselves for teaching the pre-vocational subjects in the public schools of the State next year, may, during the present summer, devote half their time, and in exceptional cases all their time to the technical and professional aspects of one or two pre-vocational subjects, receiving credit on their C certificate for same.

3. In Standard Normal Schools and Normal Departments.

The course should be well organized on the model of the state normal course and must provide for the following subjects:

Arithmetic.....twenty-four weeks.
English Grammar.....twenty-four weeks.
Composition.....twelve weeks.
History and Civil Government.....twenty-four weeks.
Physiology and Hygiene.....twenty-four weeks.
Reading and Literature.....twenty-four weeks.
Geography.....twenty-four weeks.
Penmanship.....twelve weeks.
Educational Psychology, with special reference to grade work.....thirty-six weeks.
Principles and Methods of Teaching.....twelve weeks.
Observation and Practice in Training Schools...twenty-four weeks.
History of Education.....twenty-four weeks.
Manual Training and Domestic Science.....twelve weeks.
Vocal Music.....twelve weeks.
Drawing.....twelve weeks.
Nature Study.....twelve weeks.
Physical Culture (two hours per week).....twenty-four weeks.

Schools desiring to do so may substitute some other subjects for the second twelve weeks in English Grammar.

The remaining eleven credits necessary to graduation may be elected from the advanced subjects: Provided that Class B teachers completing the training for Class C certificates may during the present summer term devote half their time, and in exceptional cases all their time to professional and technical aspects of one or two pre-vocational subjects and receive credit for same, and that

when any subject is once elected it must be pursued until at least three full credits are made, unless the student is excused by the head of the department.

D. Special Two Years' Course.

1. Explanation.

It is the sense of the board that the two years' course open to high school graduates provided for in Section 3 of House Bill No. 708, Acts, 1907, shall be open to students under the same conditions as the other professional courses.

2. General Regulations.

(a) Term and Recitation Period.—These must be the same as in other courses. Seventy-two weeks are required to complete the course.

(d) Character of the Work.—All the subjects taught and all the work done shall have direct reference to the needs of teachers of the rural schools or of the grades in the small towns.

(c) Relation to Other Courses.—The two years' course of study shall be the same as the required subjects in the three years' course above, with the exception that only twenty-four weeks' work in Educational Psychology is required, and no work in School Organization is required. In addition, twenty-four weeks are given to electives.

(d) Observation and Practice.—The work in observation and in practice shall be given in a training school consisting of two or more grades of children pursuing the course of study for the public schools of the state substantially as outlined by the state department of public instruction. Each of these subjects shall be considered a full study for a term of not less than twelve weeks, and shall have not less than one-fourth of the time and attention of the student during such period.

Since the teachers taking this course are to teach in the rural schools and in the schools of the smaller towns, it is ordered by the board that the schools for observation and practice shall include a rural training school of standard excellence.

3. The Course in Detail.

It must be well organized on the model of that offered by the state normal school. It must contain the following subjects:

English Grammar.....twenty-four weeks.
Composition.....twelve weeks.
Arithmetic.....twenty-four weeks.
Reading and Literature.....twenty-four weeks.
Geography.....twenty-four weeks.
History and Civil Government.....twenty-four weeks.
Physiology and Hygiene.....twenty-four weeks.
Vocal Music.....twelve weeks.
Drawing.....twelve weeks.
Principles and Methods of Teaching.....twelve weeks.
Educational Psychology, with special reference to grade work.....twenty-four weeks.
Practice in Training Schools, Graded and rural..twenty-four weeks.
Manual Training and Domestic Science.....twelve weeks.
Physical Culture (two hours per week).....twenty-four weeks.
History of Education.....twelve weeks.
Penmanship.....twelve weeks.
Agriculture.....twelve weeks.
Elective (from other courses).....twelve weeks.

V. HIGH SCHOOL WORK IN ACCREDITED SCHOOLS.

A. IN COLLEGES.

1. Academy or Preparatory Department.

The academy or preparatory department of any college may be given an equivalency commission provided its course, equipment and teaching force fulfill the standards required of commissioned high schools.

2. Sub-Freshman Work.

If the college is standard and maintains sub-freshman classes, the completion in such classes of all the work required for entrance will be regarded as equivalent to the completion of a commissioned course.

B. IN NORMAL SCHOOLS.

1. Regular Course.

Any normal school may organize a course of not less than thirty-two months duration and receive an equivalency commission for the same, provided the course, the equipment for conducting it and the teachers engaging in the instruction, meet the requirements for a commissioned high school.

2. Credit Course.

(a) Definition of Credit.—A credit of high school work in an accredited school shall be one subject with daily recitations for one term of twelve weeks. Four credits per term shall constitute the work of a student.

(b) Requirements for Commissioned Work.—

9 credits in English.
9 credits in Foreign Language.
6 credits in Science (3 in each of 2 sciences).
8 credits in Mathematics.
5 credits in History (not more than 2 of these in U. S. History).

The remaining five credits to be elected from the general field of high school subjects.

Music and Drawing.—Work in each of these subjects must be given in an amount equal to one hour per week for six terms.

(c) Requirements for Certified Work.—The same as for commissioned work, with the omission of the 5 credits from the general field of high school subjects.

C. METHODS OF PASSING ON THE QUALIFICATIONS OF IRREGULARLY PREPARED STUDENTS.

1. In Colleges.

(a) By completing the regular certified or commissioned high school course.

(b) By satisfying the entrance requirements provided the college is a standard one.

(c) By taking enough work to pass successfully the state board's equivalency test.

2. In Normal Schools.

(a) By completing the regular commissioned or certified high school course or either of the credit courses.

(b) By taking enough work to pass successfully the state board's equivalency test.

(c) Advanced Standing.—Advanced standing may be given students. The units of credit given should be determined by the credentials submitted from other schools or by rigid examination. In either case a complete record of the data used in determining the advanced credits should be kept on file.

SPECIAL IMPORTANT RULINGS.

A. THE TWELVE WEEKS' COURSE.

1. Length of Term.

The twelve weeks' period shall cover not less than twelve full calendar weeks of actual school work, including necessary days of classification and registration of students, legal holidays and commencement exercises.

It may be taken in two terms of six weeks each, or it may be extended through two or three twelve weeks' terms.

2. Time of Entering.

Students should enter at the beginning of the term. Late entrance should not be allowed unless the school is prepared to ive the student such attention as will insure valuable and continuous work. If these conditions exist then students may enter at any time, provided no credit is given for less than one-half term's attendance.

3. Absence.

Students absent not to exceed ten school days within the twelve weeks, and who pass all the examinations and do satisfactorily all the scholastic work of the twelve weeks, shall be regarded as fulfilling all the requirements of the law. This provision is not to be construed as reducing the twelve weeks' term to ten weeks, but is intended to cover simply and only cases of sickness. If emergency cases of absence arise not covered by the rule above, the president of the normal school or college may state the facts to the state superintendent for decision.

4. Credits in One Institution.

All the work required for the Class A certificate, or the additional work required for the Class B certificate, shall be done in the same institution. No credits shall be given by any accredited institution for less than twelve weeks' work done in any other accredited institution. Credit shall be given for full quarters (twelve weeks) only.

5. Preparatory Work.

(The work must be taken after the legal qualifications are met.) The preparatory high school work must be completed before students are permitted to enter on any of the teachers' courses offered by any accredited school: Provided, That if the applicant for admission to any of the teachers' courses shall lack not more than two credits of completing the course in and graduating from a commissioned high school, such applicant may be permitted to make the two required credits in high school subjects necessary to graduation and at the same time be permitted to take not more than two subjects in one of the teachers' courses, but the credits so made in the teachers' courses shall not count until the high school course is completed, and the credits completing the high school course shall not count on the teachers' course.

6. Number of Students in Each Class.

Except in classes in Music and Penmanship, it is believed that more than 50 students should not be enrolled and that a membership of not to exceed 30 students in a class is preferable. In accrediting schools the Board will be guided by this conviction.

B. KEEPING OF RECORDS.

1. In Secondary Schools.

All certified and commissioned high schools and all equivalency commissioned and certified schools are required to keep permanent records containing the following items for each pupil: Studies pursued, credits and grades given in each study, the number of recitations each week in each study, length of recitation, which in commissioned high schools shall not be less than forty minutes with double laboratory periods, total credits given, number of weeks' attendance per year, and total number of weeks' attendance.

2. Furnish to Pupils.

Each pupil shall be furnished a certified copy of this record at the time of graduation or permanent withdrawal from the school.

3. In Accredited Schools.

When a student enters an accredited school a copy of his high school record or his certificate of equivalency must be filed and made a matter of permanent record.

C. ISSUING CERTIFICATES.

When a student completes the work of any class he must be furnished a certificate stating the fact. The school issuing the same must at once send a duplicate to the superintendent of public instruction.

D. WORK DONE OUTSIDE OF INDIANA.

1. No Schools Accredited.

For obvious reasons no schools outside of Indiana are put on the accredited list.

2. Work Recognized.

When the professional work of teachers of either regular academic or pre-vocational subjects is done outside the State it may be recognized by proceeding as follows:

(a) File with the state superintendent of public instruction certified credentials of high school work done.

(b) File with the state superintendent of public instruction a certified statement of the nature, amount, and grade of professional work done.

(c) If both (a) and (b) are satisfactory the state superintendent of public instruction may issue a certificate stating the class of work completed.

E. ADVERTISING.

Every accredited school shall be required to print on its catalogue, advertising matter and bulletins, the class or classes for which it has been accredited, if the word accredited is used at all in such publications.

The actual courses offered and work conducted in all schools accredited by the State Teacher's Training Board must conform to the published catalogues of such schools, and copies of catalogues must be on file in the State Department of Public Instruction.

F. CLASSES AND LICENSES.

1. A teacher who has completed Class A work is eligible for a twelve months' license. No higher grade license may be issued to a teacher of this class. The teacher may remain in this class indefinitely. He can not pass out of it until he takes Class B work, has at least one year of experience, and makes a grade for a twenty-four months' license.

2. A teacher who has completed Class B work and has had one years' experience is eligible for a twenty-four months' license, and no higher grade license may be issued to a teacher of this class. A teacher can not pass out of Class B until he completes Class C professional work, has at least three years' experience, and makes a grade for a thirty-six months' license.

3. A teacher who has completed Class C work and who has had three years' experience is eligible to a thirty-six months' license.

4. A teacher who has completed Class C work and who has had five years' experience, two of which have been taught as a Class C teacher, and who holds a thirty-six months' or higher grade of license is eligible to enter Class D.

THE LICENSING OF TEACHERS.

I. The Law.

1. The License Law.

Examination for Teacher's License.

Section 1. Be it enacted by the General Assembly of the State of Indiana, That the county superintendent shall hold one public examination on the last Saturday of January, March, April, May, June, July, August and October of each year, and at such examinations, shall examine by a series of questions furnished by the State Board of Education, all applicants for license as teachers in the common schools of the state and that no special examinations shall be held. No examination shall extend over a period of more than two days, and all examinations shall be conducted in the immediate presence of the county superintendent or his representative, pursuant to such instructions and directions as the State Board of Education may provide. Before any applicant may be examined he shall produce to the county superintendent a certificate of good moral character from a school trustee of the county then in office, or other satisfactory written evidence of good moral character which certificate or other evidence shall be marked "filed" on that date by such county superintendent and preserved as an office paper. All applicants for license in high school subjects and special branches, as hereinafter provided shall have their manuscripts sent to the state superintendent of public instruction for gradation. All applicants for license in elementary school subjects, as hereinafter provided shall have the right to elect whether they will have their manuscripts graded

by the county superintendent for county license or graded by the state superintendent of public instruction for state license. Applicants for county license, shall, if successful, receive license which shall be taken as qualifying the person to whom granted, so long as in force, to teach the subject or subjects indicated by the license in the elementary schools of the county wherein it is issued, and applicants for state license shall, if successful, receive license which shall be taken as qualifying the person to whom granted so long as in force, to teach the subject or subjects indicated by the license anywhere within the state: Provided, however, a state license must be registered with the county superintendent of the county wherein it is to be used and endorsed by said superintendent as registered before the holder may legally contract to teach in any school corporation in the county. Applicants who send their manuscripts to the state superintendent of public instruction for gradation, shall before the examination begins pay to the county superintendent a fee of seventy-five cents (75c) for each manuscript to be sent. The county superintendent shall issue his receipt for all fees paid under the provisions of ths act, and shall immediately send such fees, together with the manuscripts, to the state superintendent of public instruction, who shall issue his receipt therefor to the county superintendent. The state superintendent of public instruction shall use such funds in the employment of a sufficient number of qualified persons to grade the manuscripts and perform the services incident to the operation of the license system instituted by this act. All manuscripts sent to the state superintendent of public instruction shall be designated by number, and the state superintendent of public instruction shall refuse to receive any manuscript bearing the name of the applicant or any other means of identification of the applicant. As soon as the manuscripts are graded and their success or failure determined, according to the requirements hereinafter provided, the state superintendent of public instruction shall report the success or failure of the manuscripts by number to the county superintendent, whereupon the county superintendent shall immediately forward to the state superintendent of public instruction the names of the successful applicants in his county together with their success grades and any other data required by the state superintendent of public instruction for the purpose of issuing the license.

Examination Studies.

Sec. 2. Applicants for license to teach in the elementary

schools shall be examined in orthography, reading, writing, arithmetic, geography, English grammar, physiology and scientific temperance, United States history, literature, and the science of education, and in such additional branches as they are or may hereafter be legally required to teach. The examination for license in the above named subjects may be divided according to such plans as may be devised by the State Board of Education, so that applicants may take one division on one examination, and if successful upon the first division, the second division at the next examination: Provided, however, That any applicant for such license shall have the right to take both divisions at the same examination.

One fee shall be sufficient for both divisions, provided the applicant does not fail in either division. Applicants for license in high school subjects shall be examined in as many subjects as they desire to take from the list of subjects offered by the State Board of Education: Provided, however, All applicants shall be examined in the science of education. Applicants for supervisor's and special teacher's license in agriculture, industrial arts, domestic science, kindergarten, music, drawing, physical culture, or other special branches required to be taught shall be examined in such subjects as they elect from the foregoing list or such additional special branches as may be provided.

State Board of Education—Fixing Averages.

Sec. 3. The State Board of Education shall determine the grades and averages required for issuing licenses, and whenever an applicant shall be found upon examination to possess knowledge sufficient in the judgment of the county superintendent or state superintendent to entitle him to a license in the subject or subjects in which he is examined, he shall be issued a county license, a state license for twelve months, twenty-four months, or thirty-six months, according to the requirements established: Provided, That licenses issued upon the October examination for less than twenty-four months, shall expire July 31 of the year following the examination; and provided, further, that any applicant for license in elementary subjects who fails in only two subjects shall be conditioned and allowed to write upon such subjects at the next regular examination during the current year. The general average of the branches shall indicate the applicant's academic standing, which shall be the basis of issuing a license to a teacher without experience. The general average of the branches and the per

cent. placed upon the applicant's school room success shall count one-half in determining the average of a teacher who is entitled to a success grade: Provided, however, That the success grade last issued shall be taken as the legal success grade.

Temporary Teaching Permits.

Sec. 4. County superintendents are hereby authorized to issue at their discretion temporary county permits to teach, dated to expire on the date of the next succeeding general examination: Provided, That such permit shall not be issued unless the applicant has met the minimum professional training requirements fixed by law, as shown by the proper certificate: Provided, further, That such permit shall not be issued to any one who has failed on any regular examination during the examination year preceding the date of application; and, Provided, further, That such permits may be issued only upon request of school boards or township trustees to teachers employed by them. County permits issued upon the above named conditions shall be accepted as legal qualifications to teach; for the purpose of classifying teachers, a county permit shall be equivalent to a twelve months' license with an average of 85 per cent.

Professional License—Eight Year Term.

Sec. 5. Any person now possessing a thirty-six months' license, whose next consecutive license shall be for a term of thirty-six months, or any person who shall hereafter receive two licenses in succession each for thirty-six months, may receive upon the expiration of such several licenses, a license for the term of eight years upon examination held by the State Board of Education. Such license shall be issued only upon the approval of the State Board of Education, and shall be styled a professional license, and shall entitle the holder to teach in any of the schools of this state.

Exemption from Examination.

Sec. 6. Any person who has previously taught for six (6) consecutive years in the common schools of the state, or who shall hereafter complete for six (6) consecutive years of experience in such schools, and who shall at this time hold a thirty-six months' license to teach in the elementary or high schools of the state, or who shall hereafter obtain such thirty-six months' license to teach

therein, so long as he shall teach the branch or branches upon which the license was issued, shall be forever afterward exempt from examination, but if such person shall, after said exemption occurs, suffer a period of one year to pass without having taught one full school year in the common schools of the state within said period or served in said schools, except in case of physical disability, properly certified to by a reputable physician, or except in case of attending for a full school year a recognized university, college or normal school, then said exemption shall cease. If said person during such exemption shall seek employment to teach other or higher branches in the common schools of the state than those branches which were included in the examination upon which the thirty-six months' license was issued, then he shall be examined in such additional branches. The exemption shall apply to all thirty-six months' county licenses issued prior to September 1, 1915, and expiring thereafter, and to all thirty-six months' state licenses: Provided, That an exemption acquired upon a license issued by a county superintendent shall be limited to the county in which such license was issued. An applicant for a state exemption shall present a certified statement from a county superintendent showing where and when such teacher has taught, and the license upon which the request for exemption is based. If the exemption is granted, the superintendent of public instruction shall attach the exemption to the original license.

Previous Exemptions in Force.

Sec. 7. All exemptions heretofore acquired shall remain in full force so long as the holders thereof shall comply with the terms of section 6 of this act.

Schedule of Items.

Sec. 8. The state superintendent of public instruction is hereby required to provide from time to time such schedule of items as should in his judgment, enter into the record and grading of a teacher's success by the city, town, and county superintendent of schools.

Grade of Success—Who Determines.

Sec. 9. The county superintendent shall determine the grade of success of teachers employed in the township schools, and the superintendents of incorporated school cities and towns shall

determine the grade of success of teachers employed in such corporation. For the purpose of determining such success grades, city, town, and county superintendents are required to visit each year the teachers under their charge and supervision and make personal inspection of the work of such teachers, and each school superintendent shall issue over his signature and deliver to each teacher under his supervision, not later than July 1, each year such statement of the success of each as is contemplated herein, and shall keep on file in a permanent record book, duplicate of all such statements; also, city and town superintendents shall file with the county superintendent duplicates of all success grades within ten days after their date of issuance. A teacher's success grade so issued shall be his legal success grade for one year from the date of its issuance.

Unfair Grading.

Sec. 10. The state superintendent of public instruction is hereby authorized to investigate and revise such cases of unfair grading in the items of a teacher's success as may be brought to his attention in a written appeal, made and sworn to before any person authorized to administer oaths, not later than thirty days after the issuance of said grade. All such sworn statements and papers relating to the cases shall be filed with the county superintendent of schools, and shall by him be forwarded to the state superintendent of public instruction within ten days after the filing of such appeals.

Records of County Superintendent.

Sec. 11. The county superintendent shall keep a record of minutes of his proceedings, and shall deliver such record and all other books, papers, and property appertaining to his office to his successor. He shall also keep a record of all applicants for license and the kind and length of the license issued to each successful applicant, as well as the names of the teachers whose licenses he revokes. He shall report to the state superintendent of public instruction the names of those whose licenses he revokes and the date of such revocation.

Report of State Superintendent.

Sec. 12. The state superintendent of public instruction shall keep a complete record of all fees and manuscripts received by

him, and also, a record of all licenses issued by him, showing the name of the person to whom issued and for how long, and the grades received by the applicant. He shall make an annual report under oath to the governor giving an itemized statement of the receipts and disbursements of moneys contemplated by this act, stating for what paid and to whom paid, and he shall take receipts for all expenditures, which receipts shall be kept on file.

Fees on Hand—State Treasury.

Sec. 13. On December 31 of each year, if the state superintendent of public instruction shall have on hand any balance after all expenses incurred in performing the services contemplated in this act have been paid, as hereinfebore provided, he shall pay said balance to the treasurer of state, who shall credit same to the state common school tuition fund.

Act Effective.

Sec. 14. The provisions of this act shall become effective September 1, 1915, but nothing in this act shall affect the validity of any license granted prior to the above date.

Repeal.

Sec. 15. All laws or parts of laws in conflict herewith, are hereby repealed. (Page 627, Acts of 1915.)

2. ALL TEACHERS MUST HOLD LICENSES.

Trustees shall employ no person to teach in any of the common schools of the State of Indiana, unless such person shall have a license to teach, issued from the proper state or county authority, and in full force at the date of the employment. Any teacher who shall commence teaching any such school without a license, shall forfeit all claims to compensation out of the school revenue for tuition for the time he or she teaches without such license; but if a teacher's license shall expire by its own limitation within a term of employment, such teacher may complete such term of employment within the then current year. (Burns R. S. 1914, §6592.)

1. *License Essential.* A valid contract for the teaching of a public school can not be made by a trustee with one who at the time, has no license to teach in the county, and the subsequent procurement of a license does not validate the contract.—Butler v. Haines, 79 Ind. 575. And a person can neither recover compensation for services rendered as teacher, nor damages for breach of contract for such services, unless he was licensed to teach as prescribed by the statutes.—Jackson School Township v.

Farlow, 75 Ind. 118. See also Harrison Township v. Conrad, 26 Ind. 337, and Putnam v. School town of Irvington, 69 Ind. 80. In a suit against the school corporation for services rendered or to be rendered, it must be stated in the complaint that the teacher had a license to teach when he rendered the services or entered into the contract.—Bedford, etc., Co. v. McDonald, 12 Ind. App. 621.

3. THE MINIMUM WAGE LAW.

A. Teacher's Qualifications. The qualifications required for teaching for the different classes shall be as follows:

(a) A teacher without experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than one term of twelve weeks' work in a school maintaining a professional course for the training of teachers: Provided, That completion of one year, or more, in a recognized college shall be accepted in lieu of twelve weeks' work in a school maintaining a professional course for the training of teachers. Shall not have less than a twelve-months' license.

(b) A teacher with one school years' experience: Shall be a graduate of a high school or its equivalent. Shall have not less than two terms of twenty-four weeks' work in a school maintaining a professional course for the training of teachers or the equivalent of such work: Provided, That the one year of college work optional for a teacher without experience shall be accepted as one of the required two terms of work, in this class. Shall have a two years' license. Shall have a success grade.

(c) A teacher with three or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have a three years', five years', eight years', or a life license. Shall have a success grade.

(d) A teacher with five or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have taught as a class (c) teacher two or more years previous to entering this class. Shall have a three years', five years', eight years', or life license. Shall have a success grade: Provided, That for teachers already in the service, prior to August, 1908, successful experience in teaching shall be accepted as an equivalent for high school and professional training, as required by all the above classifications.

B. Teachers' Minimum Wages. The daily wages of teachers for teaching in the public schools of the state shall not be less, in

the case of beginning teachers, than an amount determined by multiplying two and one-half cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for one school year of not less than six months, the daily wages shall be not less than an amount determined by multiplying three cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for three or more school years of not less than six months each, the daily wages shall be not less than an amount determined by multiplying three and one-half cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience of five or more school years of not less than six months each, the daily wages shall be not less than an amount determined by multiplying four cents by the general average given such teacher on his highest grade of license at the time of contracting. All teachers now exempt from examination shall be paid, as daily wages for teaching in the public school, not less than an amount determined by multiplying three and one-half cents by the general average of scholarship and success given such teacher: Provided, That the grade of scholarship accounted in each case be that given at the teacher's last examination, and that the grade of success accounted be that of the teachers' term last preceding the date of contracting: and Provided further, That two per cent. shall be added to the teacher's general average of scholarship and success for attending the county institute the full number of days, and that said two per cent, shall be added to the average scholarship of beginning teachers. (Burns R. S. 1914, §§6599-6600.)

Note.—All teachers contracting on exemption licenses should be employed as Class C teachers.

4. INDIANA STATE NORMAL SCHOOL DIPLOMAS.

The board of trustees (of the Indiana State Normal School) is authorized to grant, from time to time, certificates of proficiency to such teachers as shall have completed any of the prescribed courses of study, and whose moral character and disciplinary relations to the school shall be satisfactory. At the expiration of two years after graduation, satisfactory evidence of professional ability to instruct and manage a school having been received, they shall be entitled to diplomas appropriate to such professional degrees as the trustees shall confer upon them; which diplomas shall be con-

sidered sufficient evidence of qualification to teach in any of the schools of this State. (Burns R. S. 1914, §6701.)

5. LIFE STATE EXAMINATION.

Said board (State Board of Education) may grant state certificates of qualification to such teachers as may upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character. They shall hold stated meetings, at which they shall examine all applicants, and those found to possess the qualifications herein above named shall receive such certificate, signed by the president of the board, and impressed with the seal thereof; and the said certificates shall entitle the holder to teach in any of the schools of the state without further examination, and shall also be valid during the lifetime of said holder, unless revoked by said board. Each applicant for examination shall, on making application, pay to the treasurer of the board five dollars as a fee. (Burns R. S. 1914, §6311.)

6. COUNTERSIGNING CERTIFICATES FROM OTHER STATES.

The state superintendent of public instruction may countersign the life state certificates of teachers of other states, when the holders of such certificates shall have furnished satisfactory evidence of good moral character, and experience and success in teaching, as is required for life state certificates in this state; and when so countersigned such certificates shall be valid in any of the schools of this State: Provided, That the requirements for obtaining the life state certificates of other states shall be equivalent to the requirements for the same certificates in this State. (Burns R. S. 1914, §6312.)

7. SPECIAL SUBJECTS GRADED IN STATE DEPARTMENT.

Teachers in manual training, domestic science and art, and kindergarten departments of the elementary and high schools, and teachers of German, music, drawing, agriculture, physical culture, and other special branches of instruction shall be examined by the county superintendents of schools at the times of regular teachers' examinations upon the branch or branches they are employed to teach, and in case they pass such examination successfully, and have met all the qualifications required by law, or the equivalent thereof prescribed by the state board of education, they

shall be licensed to teach such branch or branches for twelve (12), twenty-four (24), or thirty-six (36) months, according to the grades obtained upon such examination. Such license, however, shall not legally qualify it holder for the teaching of any branch or branches not covered by said examination, and such teachers at the time of examination shall have their manuscripts in music, drawing, manual training, cooking, sewing, agriculture, kindergarten, and physical training sent to the state department of public instruction for grading upon the terms and conditions prescribed by law for grading of manuscripts by the superintendent of public instruction. (Burns R. S. 1914, §6388a.)

8. SPECIAL LICENSE.

In order to encourage trained teachers to teach in the district schools and in the grades in the small towns of the State, each accredited school and the State Normal School may, subject to the rules and regulations of the State Teachers' Training Board establish a two-year course open to high school graduates. The completion of which will be accepted in lieu of a license and will entitle one to teach in the district schools and the grades in the small towns for three years without examination. (Burns R. S. 1914, §6315.)

Note.—The minimum daily wages of teachers taking advantage of this provision will be $2.12½ the first year and $2.70 during the second and third years.

9. EXAMINATION REQUIRED BY VOCATIONAL EDUCATION LAW.

After September 1, 1915, all teachers required to teach elementary agriculture, industrial work or domestic science shall have passed an examination in such subjects prepared by the state board of education. (Burns R. S. 1914, §6641e.)

Note.—Regulations covering the examination in Common School, High School, and Supervisor pre-vocational subjects will be found in the following pages under the general regulations for the above named examinations.

Teachers in state-aided Vocational Departments and Schools are licensed by the State Board of Education under a special plan for licensing teachers for this work. For particulars write Vocational Division, Department of Public Instruction, Indianapolis.

II. STATE BOARD RULES CONCERNING LICENSES AND EXAMINATIONS.

The State Board of Education has general control of the entire system. This board prepares the uniform questions to be used in

the examinations, fixes the standards and arranges for licensing the teachers in those subjects not provided for by specific statutes.

The general regulations relating to teachers' licenses are as follows:

1. LICENSES ISSUED BY STATE BOARD OF EDUCATION.

A. Professional. (Division 1 of Life State.) Valid for eight years in any public school of the State, for all subjects except vocational and pre-vocational subjects. The examination for this license is held annually on the last Saturday in February. The subjects are: Albegra, Civil government, American literature, Science of Education and two of these six: Physics, Botany, German, French, Spanish and Latin.

To be eligible for this examination the applicant must have held two thirty-six months' common school licenses. In addition he must have had at least forty-eight months successful experience as a teacher.

Licenses are granted to those who make a general average of 85 per cent and do not fall below 75 per cent in any subject. If the average is 85 per cent or more and the grade in a single subject is below 75 per cent the applicant is conditioned. If a passing grade is made in the conditioned subject at the next annual examination, a license is issued. No fee is required for this examination.

Note.—Sixty months' licenses are no longer issued, but a sixty months' license granted under the operation of the former law may be offered to meet the eligibility requirement for the professional examination on the same basis as a thirty-six months' license.

B. Life. (1) (*For Holders of Professional Licenses.*) Valid for life in any public school of the State, for all subjects except vocational and pre-vocational subjects. The examination is held annually in April and is open to any one who holds a professional license. The subjects are: Geometry, Rhetoric, General History, English Literature, Physical Geography and two of these three: Chemistry, Geology and Zoology.

The professional License regulations as to grades and conditions apply without change to this general life license.

The fee for this examination is five dollars.

Note.—The holder of a Professional License cannot offer such license to meet the eligibility requirement for the Life State examination after the year of the expiration of the Professional license.

(2) (*For Graduates of Standard Colleges.*) Valid for life in any public school of the State, for all subjects except vocational

and pre-vocational subjects. The examination is held annually in April. It is open to graduates of standard colleges who have held a thirty-six months' common school license, or a license of higher grade, and who have had thirty months successful experience with at least ten months of it in Indiana. The subjects are any three of the following: General History of Education, the School System and the School Law of Indiana, Educational Psychology, Experimental Psychology and Child Study, Leading School System of Europe and America, Science of Education, and Principles and Methods of Instruction.

The grades required are the same as those for a Professional License. No conditions are allowed.

The fee for this examination is five dollars.

Notes.—*For Graduates of Standard Colleges only.* The state Board of Education revised its rules governing applicants for Life State Licenses by the addition of the following resolutions:

Resolved, That the rules of the State Board of Education relating to examinations for and the granting of Life State Licenses shall be and are hereby amended by the addition of the following: All graduates of higher institutions of learning in Indiana, or other institutions of equal rank in other States approved by this Board, which require graduation from Commissioned High Schools, or the equivalent of the same, as a condition of entrance, which maintain standard courses of study of at least four years, and whose work, as to scope and quality, is approved by the State Board of Education, shall on complying with the conditions (stated above), be entitled to Life State Licenses to teach in Indiana.

2. The State Board of Education reserves the right to call before it any applicant for oral examination, in addition to the written examination based upon the questions submitted for life State and Professional Licenses (p. 429, record).

RULES FOR PROFESSIONAL AND LIFE EXAMINATION.

1. Write upon one side of the paper only, using legal cap.
2. See that the answers to the questions in each branch are entirely separate from those of any other branch, and securely fastened together.
3. Write full name and postoffice address upon each set of answers, and upon every sheet disconnected from the first one.
4. Answer the General Questions upon a separate sheet.
5. Furnish the examiner with a certified statement of experience and with three testimonials as to success.
6. Furnish the necessary postage to forward your manuscript to Indianapolis.

PLACES FOR PROFESSIONAL AND LIFE EXAMINATIONS.

State Board examinations are held annually on the last Saturdays of February and April at the following places:

1. In the Department of Public Instruction, State House,

2. In the office of the City Superintendent of Schools, Ft. Wayne.

3. In the office of the City Superintendent of Schools, Evansville.

4. In the office of the City Superintendent of Schools, Valparaiso.

5. In the office of the County Superintendent of Schools, Richmond.

6. In the office of the President of the State Normal School, Terre Haute.

7. In the office of the President of Purdue University, Lafayette.

8. In the office of the City Superintendent of Schools, New Albany.

9. In the office of the President of Indiana University, Bloomington.

It is recommended by the State Board of Education that the County Superintendents require the registration of Professional and Life State Licenses, when the holders of such licenses desire to contract to teach within the county.

It is recommended by the State Board of Education that the daily wage of teachers who contracts on professional licenses or Life State licenses shall not be less than an amount determined by multiplying four cents by 95, provided that 2 shall be added to the 95 for attending the county institute the full number of days.

C. Special License. Valid for three years to teach in the district schools and the grades in the small towns. By a law enacted in 1907 the State Board of Education was empowered to provided a special two year course for teachers. This course is given by such accredited schools as make proper provision for it. Graduates of this course are permitted to teach without examination in the district schools and the grades in the small towns of the state for a period of three years from the date of the completion of the course. Teachers of this class who desire to teach in city schools must pass the regular examination.

All two-year special course teachers without experience are in Class A. Those with one or more years' experience are in Class B. The salary grade in Class A is 85 per cent, and in Class B 90 per cent. Any teacher has the privilege of raising these grades by examination.

2. Licenses Issued by the State Superintendent.

A. Common School.

General Requirements. Graduates of commissioned or certified high schools, or the equivalent, who have had the professional training required by law, are eligible to receive license upon this examination. All teachers who were in the service prior to August, 1908, are eligible.

The subjects are as follows: Required of all: Spelling, Writing, Arithmetic, Grammar, Literature, United States History, Reading, Physiology and Scientific Temperance, Geography, and Science of Education. Optional: Agriculture, Domestic Science, Industrial Arts, Music, and Drawing.

> For the year, 1916, the following options in the required list are allowed: Science of Education or "The Teacher and the School" (Colegrove); United States History or "The Rise of the American People" (Usher).

In grading writing the entire manuscript is considered, and in grading spelling, one per cent is deducted for each word incorrectly written.

All manuscripts in Drawing must be upon drawing paper and prepared with proper drawing material.

In grading each subject of the examination the quality of the English used shall be taken into consideration.

When an applicant writes upon optional subjects, the grades in such subjects will be considered in the same manner as the grades in the required subjects in determining his success or failure.

In each subject eight questions are given, and applicants are required to answer six questions selected from this list.

Two plans of examination are offered, and applicants are permitted to elect whether they will take the examination according to Plan I or Plan II.

These plans are outlined as follows:

Plan I. The examination is offered in one division. Applicants who elect to take all the subjects upon one examination, and who fail in not more than two subjects, are conditioned and permitted to write upon the failing subjects only at the *next examination* during the current examination year. In case of failure in the conditioned subjects, or in case of failure to write upon such subjects at the next examination, the entire examination

is a failure. Applicants who fail in more than two subjects fail in the entire examination and cannot be conditioned.

Plan II. The examination is offered in two divisions. Applicants who elect to take the examination in two divisions will be permitted to take the first division upon one examination, and if successful, the second division upon the *next examination* during the current examination year. The divisions are as follows:

FIRST DIVISION—

Morning subjects:

Required of All: Arithmetic, Grammar.

Optional subjects: Agriculture, Domestic Science, Industrial Arts.

Afternoon subjects:

Required of all: Literature, History.

Optional subjects: Music, Drawing.

SECOND DIVISION—

Morning subjects:

Required of all: Reading, Physiology.

Afternoon subjects:

Required of all: Geography, Science of Education.

Applicants are required to make passing grades in all subjects of each division, and an applicant who fails in either division, or who fails to write upon the second division at the *next examination* is a failure in the entire examination. Applicants who take the examination according to Plan II cannot be conditioned, and such applicants must take both divisions in the same county.

Fees. The fee for the entire examination is 75 cents. Applicants who take the examination according to *Plan I* and who are conditioned are not required to pay a fee to write upon conditioned subjects. Applicants who take the examination according to *Plan II* may take both divisions for one fee. In case of failure in either division, the entire examination is a failure. An applicant who fails is required to pay a fee for another trial.

Manuscripts containing subjects in which applicants were conditioned must bear the same number as the original manuscript. Second Division manuscripts prepared in accordance with *Plan II* must bear the same number as the manuscripts in Division I, *Plan II.* The kind of manuscript must be designated on the cover as follows:

Plan I; Plan I, Conditioned Subjects; Plan II, First Division; or Plan II, Second Division.

Grades of Licenses Issued.

(1) *Twelve months:* Valid to teach the subjects covered by the license in the elementary grades of the public schools of any county of the state for a period of twelve months when registered by the county superintendent, except that a twelve months' license issued upon the October examination expires July 31st of the following year. All of the qualifications of Class A and an average of 85 per cent, not falling below 75 per cent in any subject, are required. The holder of a twelve months' license is in Class A.

Note.—Certificates of training must be on file in the Department of Public Instruction before a license can be issued.

(2) *Twenty-four months:* Valid to teach the subjects covered by the license in the elementary grades of the public schools of any county of the state for a period of twenty-four months when registered by the county superintendent. All the qualifications of Class B and an average of 90 per cent not falling below 80 per cent in any subject, are required. The holder of a twenty-four months' license is in Class B.

Note.—Applicants who have not completed the required training for this class will receive such licenses as their training entitles them to, unless they request at the time they are examined that their manuscripts be held until they complete their training, and certificates are on file in the Department of Public Instruction.

(3) *Thirty-six months:* Valid to teach the subjects covered by the license in the elementary grades of the public schools of any county of the state for a period of thirty-six months when registered by the county superintendent. All the qualifications of Class C and an average of 95 per cent, not falling below 85 per cent in any subject, are required. The holder of a thirty-six months license is in Class C, or if the holder has had five or more years' successful experience, two of which have been as a Class C teacher, he is in Class D.

Note.—Same as note under Twenty-four Months. Applicants should be careful to state the number of years they have taught and the years during which this teaching was done. By so doing they will relieve the department of any difficulty in determining their classification.

B. PRIMARY.

(1) *Twelve months:* Valid to teach the common school branches in grades one, two, three, and four of the public schools of any county of the State for a period of twelve months when

registered by the county superintendent. All requirements are the same as for twelve months common school license, except that in all subjects applicants for Primary license will answer any three of the eight common school questions in the subject and in addition the three questions relating to the primary phase of the subject.

(2) *Twenty-four months:* Valid to teach the common school subjects in grades one, two, three, and four of the public schools of any county of the State for a period of twenty-four months when registered by the county superintendent. The subjects are the same as in (1) Primary. All other requirements are the same as for a twenty-four months common school license.

(3) *Thirty-six months:* Valid to teach the common school branches in grades one, two, three, and four of the public schools of any county of the State for a period of thirty-six months when registered by the county superintendent. The subjects are the same as in (1) Primary. All other requirements are the same as for thirty-six months common school license.

C. HIGH SCHOOL.

The eligibility requirements are the same as for the common school examination and the fee is 75 cents for each examination.

The subjects are: Literature and Composition, Algebra, Geometry, Commercial Arithmetic, Botany, Zoology, Chemistry, Physics, Physical Geography, Commercial Geography, Physiology, History and Civics, Latin, German, French, Spanish, Bookkeeping, Stenography, Music, Drawing, Agriculture, Industrial Arts, Domestic Science, Science of Education. Applicants may elect the subjects to be taken, but each manuscript must contain Science of Education. A manuscript is considered successful if the applicant receives the required grades and average in a majority of subjects attempted, counting Science of Education, provided, however, before an applicant can be regarded successful he must have a grade of 75 per cent or more in the Science of Education. In all Literature examinations the manuscript is graded from 0-75 on correctness of answers and from 0-25 on the quality of English used.

(1) *Twelve months:* Valid to teach the subjects designated in the high schools of any county of the state for a period of twelve months when registered by the county superintendent. The eligibility and grade requirements are the same as for a twelve-months common school license.

(2) *Twenty-four months.* Valid to teach the subjects designated, in the high schools of any county of the state for a period of twenty-four months when registered by the county superintendent. The eligibility and grade requirements are the same as for a twenty-four months common school license.

(3) *Thirty-six months:* Valid to teach the subjects designated, in the high schools of any county of the State for a period of thirty-six months when registered by the county superintendent. The eligibility and grade requirements are the same as for a thirty-six months common school license.

D. SUPERVISOR.

Licenses in the subjects designated below are issued for twelve, twenty-four, and thirty-six months. The eligibility, average, classification, and registration requirements are the same as for common school licenses of these grades.

(1) *Music:* Valid to supervise and teach music in the public schools of any county of the State for the period designated when registered by the county superintendent. All persons meeting the eligibility requirements for a twelve-months common school license may take this examination. Applicants who have not had the required professional training may offer in lieu of it the following:

One year in an approved school of music for Class A qualifications.

Two years in an approved school of music for Class B qualifications.

Graduation from a three year's course in an approved school of music for Class C qualifications.

Certified statements of academic and musical training must be filed before license can be issued.

The minimum wage law applies to music supervisors in the same way that it applies to the regular teachers.

(2) *Art:* Valid to supervise and teach art in the public schools of any county of the State for the period designated when registered by the county superintendent. All the rules and regulations pertaining to music apply here if for the word music the word art is substituted.

(3) *Industrial Arts:* Valid to supervise and teach industrial arts in the public schools of any county of the State for the period designated when registered by the county superintendent. All the rules and regulations pertaining to music apply here if for the word music the words industrial arts are substituted.

(4) *Domestic Science:* Valid to supervise and teach domestic science in the public schools of any county of the State for the period designated, when registered by the county superintendent. All the rules and regulations pertaining to music apply here if for the word music the words domestic science are substituted.

(5) *Agriculture:* Valid to supervise and teach agriculture in the public schools of any county of the State for the period designated when registered by the county superintendent. All rules and regulations pertaining to music apply here if for the word music the word agriculture is substituted.

(6) *Physical Culture:* Valid to supervise and teach physical culture in the public schools of any county of the State for the period designated, when registered by the county superintendent. All the rules and regulations pertaining to music apply here if for the word music the words physical culture are substituted.

E. KINDERGARTEN.

Valid to teach for the period designated in the kindergarten schools of the State that are supported in whole or in part by public funds. The subjects in the examinations are kindergarten theory and practice and English. Applicants who have had training in kindergarten colleges whose courses measure up to the standards fixed by the State Board of Education will be classified according to the requirements for other supervisors, as above indicated. The license will be issued for twelve, twenty-four, and thirty-six months, in accordance with the rules applying to other licenses of these grades, including the requirements as to registration.

F. BY VALIDATION. (1) Life License. A life license from another State that has been granted upon an examination equivalent to the life license examination in Indiana may be countersigned by the Superintendent of Public Instruction. When so signed, it becomes valid for life in any of the public schools of the State.

(2) State Normal Diplomas.—A State Normal diploma that represents three full years' normal school work, preceded by four years' high school work, may be countersigned by the Superintendent of Public Instruction, provided the holder of it has taught successfully for two years since graduation. When so signed, it becomes valid for life in any of the public schools of the State.

G. EXEMPTION. (1) Persons who have taught success-

fully six consecutive years in the public schools of the State and hold a thirty-six months State license are entitled to an exemption license in the subject or subjects included in the thirty-six months State license.

(2) To teachers contracting on exemption licenses, the minimum wage law applies on the same basis as to Class C teachers, the minimum daily wage of such teachers being an amount not less than that determined by multiplying three and one-half cents by the general average on the exemption license increased by the addition of 2 for full attendance at the County Institute.

(3) It is recommended that the county superintendents require the registration of state exemption licenses, when the holders of such licenses desire to contract to teach within the county.

3. LICENSES ISSUED BY THE COUNTY SUPERINTENDENT.

A. Common School. (1) Twelve months. (2) Twenty-four months. (3) Thirty-six months.

B. Primary. (1) Twelve months. (2) Twenty-four months. (3) Thirty-six months.

All rules, regulations and requirements are the same for licenses issued by the county superintendent as for similar licenses issued by the State Superintendent, except that the former are good only in the county of issue, and it is not required that they be registered.

C. Exemption. Persons who have taught successfully six consecutive years in the public schools of the State and hold a thirty-six months county license issued prior to September 1, 1915, are entitled to an exemption license valid in that county in the subject or subjects included in the thirty-six months license.

Note.—A county exemption cannot be issued on a thirty-six months' license obtained after September 1, 1915.

4. STATE NORMAL DIPLOMAS VALID AS LIFE STATE LICENSES.

The State Normal School is empowered by law to grant, two years after graduation, to all of its graduates who have given satisfactory evidence of professional ability to instruct and manage a school, diplomas which entitled them to teach for life in any of the schools of the State. Until they have had two years' successful experience after graduation State Normal graduates must submit to examination the same as all other teachers.

State Normal Diplomas granted to graduates of the Indiana State Normal School, who have taught successfully two years after graduation, meet all license requirements, except as indicated in (6) and (7) below, and the minimum wage law applies to such graduates as follows:

(1) Holders of State Normal Diplomas, with two years' experience are in Class B, and their dialy wage shall not be less than an amount determined by multiplying three cents by 90, provided that 2 shall be added to the 90 for attending the county institute the full number of days.

(2) Holders of State Normal Diplomas with three years' experience are in Class C, and their daily wage shall not be less than an amount determined by multiplying three and one-half cents by 95, provided that 2 shall be added to the 95, for attending the county institute the full number of days.

(3) Holders of State Normal Diplomas with five or more years' experience, at least two of which have been taught as Class C teachers, are in Class D and their daily wage shall not be less than an amount determined by multiplying four cents by 95, provided that 2 shall be added to the 95 for attending the county institute the full number of days.

(4) State Normal Diplomas meet only the license requirements and teachers holding such diplomas must be classified on the basis of all statutory requirements.

(5) Holders of State Normal Diplomas have the privilege of taking the regular teachers' examination to raise the grades used as a basis for determining their minimum wage.

(6) The holder of a diploma from the State Normal School is required to take the examination in pre-vocational subjects in order to be qualified to teach such subjects, unless the holder of the diploma had thirty-six weeks' training in the pre-vocational subject or subjects he desires to teach, as a part of his course in the State Normal School.

(7) It is recommended that the County Superintendents require the registration of State Normal diplomas when the holders of such diplomas desire to contract to teach within the county.

5. TEMPORARY PERMITS.

County Superintendents may issue at their discretion, if requested to do so by a school board or township trustee, temporary permits to teach. Such permits may be granted only to appli-

cants who meet the minimum professional training requirements fixed by law and who have not failed in any regular examination during the current examination year preceding the date of application for a permit. A county permit is valid until ten days after the next teachers' examination following the date of its issuance, and for the purpose of classification a county permit is equivalent to a 12 months license with an average of 85 per cent.

III. OTHER EXAMINATIONS.

1. By the State Board of Education.

A. High School Equivalency.—This examination is for the benefit of those who have not had a regular high school course in a certified or commissioned school. The examination is held by the county superintendent but the papers are marked by the State Board of Education. A fee of fifty cents is charged for the first trial in each division. Students conditioned in high school equivalency subjects may write upon such subjects after the first trial without an additional fee. Success in this examination qualifies for the Normal Training. The questions and requirements are as follows:

First Division.—Last Saturday of January, April, June, and August.

Six questions in Algebra.
Six questions in Latin or German.
Six questions in Botany or Zoology.
Fourteen questions in English.

Second Division.—Last Saturday of March, May, July, and October.

Eight questions in Geometry.
Six questions in Physics or Chemistry.
Ten questions in General History and Civics.
Six questions in Physical Geography.

B. A passing grade is a general average of 85 per cent, with no grade below 75 per cent. An applicant falling below in no more than one subject in each division may be conditioned in that subject provided he meets the general average requirements in the other subjects of that division. This condition may be removed at some subsequent examination within the same calendar year. Both divisions of this examination must be taken in one calendar year.

NOTES.

1. All the examination questions for licenses and high school equivalency are prepared by the State Board of Education.

2. All examinations, except those for professional and life state certificates, are held by the county superintendents. These examinations are held on the last Saturday of the following months: January, March, April, May, June, July, August, and October. The State Superintendent does not hold examinations and no special examinations are held by county superintendents.

3. Applicants desiring a license good in all counties of the State must send their manuscripts to the Department of Public Instruction to be graded. A fee of seventy-five cents must accompany each manuscript with the exceptions indicated under the requirements for common school license, appearing elsewhere in this bulletin. The fee is required for all licenses issued by the State Superintendent; common school, primary, high school, supervisor, and kindergarten. An applicant who writes upon more than one supervisor subject must pay seventy-five cents for each subject taken.

4. Manuscripts sent to the State Superintendent must be designated by number. A manuscript containing the authors name, or any other means of identification, will not be graded. At the time of the examination the county superintendent should give each applicant a receipt showing the number of his manuscript.

5. No licenses issued by the State Superintendent are delivered to the applicants, but all such licenses are forwarded to the county superintendents in whose respective counties the examinations were taken, and then delivered by the county superintendents to the applicants.

6. All common school, primary, high school, supervisor, and kindergarten state licenses are required by law to be registered by the county superintendent in whose county the holders are to teach. The State Board of Education also recommends that professional and life state licenses, and State Normal diplomas be registered likewise. County licenses are not transferable from one county to another.

7. At the beginning of each examination all applicants who are strangers must be identified both as to given and surnames.

8. The power to revoke all county and state licenses rests with the county superintedent. The causes for revocation are

incompetency, immorality, cruelty, or general neglect of the business of the school.

9. All applicants who have taken their training outside of the State, must send to the State Department certified records of their high school and professional training for the purpose of determining their classification as to Class A, B, and C standing, before their licenses can be issued.

10. All supervisors and high school manuscripts must be sent to the State Department for grading according to the law passed in 1915. No county licenses are issued in high school or supervisor subjects.

11. All high school manuscripts must contain Science of Education, and no high school license can be issued without this subject.

12. No fees are required for exemption licenses.

CHAPTER XI.

List of Professional and Life Certificates Issued by the State Board of Education.

PROFESSIONAL AND LIFE STATE CERTIFICATES.

The records preserved in the state department of public instruction show that professional* and life state certificates have been granted to the following persons:

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Adamson, Enos	Middletown	First grade	1872
Atkinson, C. S	Farmland	First grade	1874
Allen, Alice O	Greencastle	First grade	1875
Aley, R. J	Spencer	Life State	1885
Allen, Hamlet	Washington	Life State	1885
Allen, P. A	Bluffton	Life State	1885
Axtell, W. F	Washington	Life State	1886
Almond, W. S	Vernon	Life State	1889
Albertson, Ida E	Plainfield	Life State	1891
Ayers, Burt W	Upland	Life State	1901
Allee, Guy	Zenas	Life State	1904
Abell, Jasper A	Bloomington	Life State	1910
Andrews, Kate	Seymour	Life State	1911
Bell, Wm. A	Indianapolis	First grade	1867
Bourgeois, Alex	Evansville	Second grade	1872
Brown, Geo. P	Indianapolis	First grade	1872
Banta, W. H	Valparaiso	First grade	1872
Bass, Geo. F	Noblesville	Second grade	1872
Button, Wm. J	Indianapolis	First grade	1873
Buchanan, Jacob	Whitesville	Second grade	1873
Brown, Jesse H	Indianapolis	First grade	1873
Blackburn, J. A	Lafayette	First grade	1873
Berry, Peter A	Logansport	First grade	1873
Bobbitt, John H	Greensburg	First grade	1873
Bond, Daniel	Lynn	First grade	1873
Bachelder, J. M. P	Kendallville	First grade	1873
Bullivant, W. S	Boonville	Second grade	1874
Barnes, J. A	Waterloo	First grade	1875
Bass, George F	Indianapolis	First grade	1876
Bisbee, Maria	Evansville	Second grade	1876

*Professional Certificates expire eight years after date of issue.

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Barnhart, W. C	Columbia City	First grade	1882
Brown, Alice E	Lafayette	Life State	1884
Barnes, J. W	Kokomo	Life State	1885
Bogue, B. J	Lagrange	Life State	1885
Boone, R. G	Frankfort	Life State	1885
Butcher, J. W. D	New Albany	Life State	1886
Bowers, H. W	Winchester	Life State	1886
Baylor, Adelaide	Wabash	Life State	1887
Belman, W. C	Hammond	Life State	1887
Best, Mary E	Angola	Life State	1889
Baldwin, A. L	East Germantown	Life State	1889
Bailey, W. O	Angola	Life State	1891
Boltz, Elias	Dunkirk	Life State	1894
Bryant, James C	Irvington	Life State	1899
Bowers, W. O	Tabor	Life State	1897
Brown, Henry G	Angola	Life State	1899
Boldt, Joseph C	Anderson	Life State	1901
Bradt, Hale	Bloomington	Life State	1902
Blossom, O. H	Rockville	Life State	1904
Benney, Helen Mabel	Valparaiso	Life State	1904
Bird, Carl	Richmond	Life State	1904
Brewer, Elias	North Vernon	Life State	1905
Brady, Chas. H	Muncie	Life State	1906
Briscoe, Geo. A	New Albany	Life State	1906
Brown, Claude F	Webster, S. Dakota	Life State	1906
Bean, H. R	Butler	Life State	1907
Barr, Dora	Warsaw	Professional	1908
Batchelor, Jas. O	Marion	Life State	1909
Bradshaw, C. F	Rensselaer	Life State	1910
Broyles, Bertha Lee	Elwood	Life State	1910
Batchelor, Belle		Life State	1911
Beane, W. A	Albion	Life State	1911
Bennett, Maude J	Tipton	Professional	1911
Brown, Ida A	Bloomington	Life State	1912
Butcher, Ralph	Winchester	Life State	1913
Bays, John A	Rockport	Life State	1914
Black, Ernest J	Muncie	Life State	1915
Bossart, Michael	Laurel	Professional	1916
Bartlow, Slater	Monroe City	Life State	1916
Burgin, Alonzo C	Indiana Harbor	Life State	1916
Bruner, Jesse	Elwood	Life State	1916
Charles, Thomas	Indianapolis	First grade	1867
Clement, A. A	Sullivan	First grade	1867
Cooper, John	Winchester	First grade	1872
Chase, R. A	Plymouth	First grade	1872
Clodfelter, M. E	Waveland	Second grade	1872
Compton, Susie M	Lafayette	First grade	1873
Crane, S. D	Middlebury	First grade	1873

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Casper, Elias T	Lagrange	First grade	1876
Clark, E. A	Evansville	First grade	1884
Charlton, O. C	Lebanon	Life State	1885
Caldwell, F. S	Winchester	Life State	1886
Cameron, W. F	South Bend	Life State	1886
Chamberlain, L. C	Pennville	Life State	1886
Clarke, C. E	Boonville	Life State	1886
Crecraft, A. N	Brookville	Life State	1887
Cox, Morris E	Westfield	Life State	1888
Chandler, Emma R	Goshen	Life State	1889
Convoy, S. W	Vernon	Life State	1889
Carr, John W	Muncie	Life State	1890
Cory, Mrs. Virginia G	Dunreith	Life State	1896
Carroll, John H	Grandview	Life State	1897
Cooper, Homer H	Knightstown	Life State	1897
Coe, Henry E	Auburn	Life State	1898
Crider, E. C	Lafayette	Life State	1899
Cato, A. G	Oakland City	Life State	1901
Curtis, Wilbur R	Hobart	Life State	1910
Cushman, W. J	Lyons	Life State	1901
Coffin, Cyrus W	Carthage	Life State	1901
Clifford, John F	Connorsville	Life State	1902
Coughlin, Paul	Brookston	Life State	1903
Chambers, Charles O	New Castle	Life State	1903
Cummins, J. A	Pierceton	Life State	1903
Callahan, F. E	Medora	Life State	1904
Carney, J. R	Vernon	Life State	1905
Coleman, C. C	Greencastle	Life State	1905
Cole, Geo. C	Lawrenceburg	Life State	1906
Carnagey, Jno. A	Noblesville	Life State	1906
Cook, Horace P	Anderson	Life State	1906
Colburn, Joe E	Churubusco	Life State	1907
Clifford, Jno. E	Bloomington	Life State	1909
Clark, Howard	East Chicago	Professional	1910
Chamberlain, Jas. C	Arcola	Professional	1910
Cassady, O. E		Life State	1911
Cox, E. W	St. Joseph, Mich	Life State	1912
Carter, Lillian G	Vincennes	Life State	1913
Carter, W. W	Bloomfield	Life State	1913
Cowan, Robt. E	Marion	Life State	1913
Cline, J. D. Lee	Silver Lake	Life State	1914
Croninger, F. H	Fort Wayne	Life State	1914
Covell, Jessie	Hudson, Mich	Life State	1916
Davis, Ferman	Anderson	First grade	1870
Driggs, Rhoda		First grade	1871
Davidson, J. W	Evansville	First grade	1873
Dunn, Temple H	Alton	First grade	1874
Driggs, Emily	Evansville	Second grade	1882
Dipboye, A. J	Peru	Life State	1885

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Dick, Mary E	Ft. Wayne	Life State	1885
Douglas, A. H	Logansport	Life State	1885
Dushane, James	South Bend	Life State	1887
Dickens, John C	Rensselaer	Life State	1890
Dillon, A. J	Rochester	Life State	1890
Day, Philmer	Vincennes	Life State	1891
Deming, Janie	Shelbyville	Life State	1894
Danglade, Ernest	Vevay	Life State	1897
Deputy, Manford W	Vernon	Life State	1900
Deyo, W. A	Kewanna	Life State	1905
Devericks, Robert K	Somerset	Life State	1906
Dinsmore, Milo Earl	Valparaiso	Life State	1906
Deist, Henry Conrad	Columbus	Life State	1906
Drybread, Charles H	Hartford City	Life State	1906
Dodson, Edwin C	Veedersburg	Life State	1908
Doerr, L. P	Evansville	Life State	1908
Davis, Walter A	Bicknell	Life State	1910
Day, Elbert E	Bloomington	Life State	1910
Deich, Aaron	Bloomington	Life State	1910
Douglas, Mrs. Emma	Redkey	Professional	1912
Duff, R. B	Gosport	Life State	1913
Dunbar, M. M	Hartford City	Life State	1913
Dean, C. R	Jasper	Life State	1916
Deich, Charles	Colfax	Life State	1916
Eppert, E. P	Brazil	First grade	1873
Evry, Hannah E	Irving pl., Chicago	First grade	1882
Ellis, Flora	Bainbridge	Life State	1885
Everman, B. W	Camden	Life State	1885
Ellison, David H	Mitchell	Life State	1886
Ellis, Horace	North Vernon	Life State	1895
Evans, Harry	West Lebanon	Life State	1900
Engleman, James O	Borden	Life State	1906
Esarey, Logan	Tell City	Life State	1906
Eschbach, Jesse E	Warsaw	Life State	1907
Evans, J. S		Life State	1911
Edwards, Elmer H	Jasonville	Life State	1915
Funk, Sue M	Elizabeth	First grade	1872
Funk, J. P	Mitchell	First grade	1872
Fuller, M. Alice	Laporte	Second grade	1873
Fertich, W. H	Muncie	Second grade	1874
Fuller, W. W	Boonville	Life State	1885
Fouts, Livi N	Remington	Life State	1886
French, Lillian D	Ft. Wayne	Life State	1887
Feldman, George G	Valparaiso	Life State	1892
Ferrell, S. C	Valparaiso	Life State	1905
Farnam, Fred R	Wanatah	Life State	1906
Frantz, Elmer E	North Manchester	Life State	1906

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Fox, Willis A	Albion	Life State	1906
Fageley, F. L	Moores Hill	Life State	1907
Fulton, Ann E	Hartford City	Life State	1908
Frantz, Albert L		Life State	1911
Fewell, Chas. E	Bloomington	Life State	1914
Good, Isaac M	Hagerstown	First grade	1873
Gifford, W. D	Lafayette	Second grade	1873
Goodale, Susan A	Clear Creek	Second grade	1874
Gable, Samuel M	York, Pa	Second grade	187
Gross, J. M	New Carlisle	Life State	188
Glascock, Will H	Greenfield	Life State	1886
Gregg, John C	Brazil	Life State	1887
Goss, David K	Rochester	Life State	1888
Gray, Frank D	Fremont	Life State	1896
Greenstreet, J. A	New Castle	Life State	1896
Geiger, Finley	Hartford City	Life State	1897
Gard, Willis	Elkhart	Life State	1904
Greeson, Walter G	Wabash	Life State	1904
Goldsboro, F. M	Valparaiso	Life State	1904
Gardner, Edward	Liberty	Life State	1905
Gause, F. A	Westfield	Life State	1905
Greider, H. L	North Webster	Life State	1906
Gibbs, E. B	North Manchester	Life State	1906
Griffin, Catherine	Greenfield	Life State	1906
Griest, O. H	Shoals	Life State	1907
Gerichs, W. C	Elwood	Life State	1908
Gregory, C. A	Bloomington	Life State	1908
Grahg, Marcellus S	Ridgeville	Life State	1909
Geraghty, John	Rushville	Professional	1911
Hewitt, Charles	Knightstown		1867
Housekeeper, J. C	Rockville		1869
Hodson, J. M	Plainfield		1869
Hanley, John M	Indianapolis	First grade	1871
Hunter, D. E	Princeton	First grade	1872
Hodge, C. P	Warsaw	First grade	1872
Hodgin, Cyrus	Richmond	First grade	1872
Hufford, Lois G	New Castle	First grade	1874
Hufford, Geo. W	New Castle	First grade	1874
Harmon, Sarah D	Ft. Wayne	First grade	1875
Hinkle, C. C	Rockport	First grade	1882
Harding, G. L	Leesburg	Life State	1885
Harrison, M. W	Auburn	Life State	1885
Harrison, B. B	Auburn	Life State	1885
Howard, S. E	Spencer	Life State	1885
Hays, James H	Connersville	Life State	1885
Henry, James H	Martinsville	Life State	1885
Hanan, John W	Lagrange	Life State	1886

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Hart, James R	Thorntown	Life State	1886
Huff, Aquilla Colfax	Rockport	Life State	1886
Haines, John F	Sheridan	Life State	1887
Harris, Francis L	Roanoke	Life State	1889
Harris, Thos. L	Sheridan	Life State	1889
Harry, S. A. D	Covington	Life State	1890
Hottel, Craven L	Milton	Life State	1890
Haggert, George B	New Albany	Life State	1893
Hanna, U. S	New Castle	Life State	1893
Harvey, John	Rockville	Life State	1893
Hayworth, J. H	Edinburg	Life State	1894
Hardesty, A. R	Chesterton	Life State	1895
Heighway, F. F	Lowell	Life State	1895
Hamilton, W. A	Hebron	Life State	1897
Harsh, William E	Avilla	Life State	1898
Hoke, G. M	Garrett	Life State	1898
Hamilton, Louis H	Rensselaer	Life State	1899
Hall, Sylvester H	Bloomington	Life State	1900
Hughart, A. A	Valparaiso	Life State	1900
Hufferd, Lot A	Mays	Life State	1901
Holliday, W. W	Upland	Life State	1902
Hamilton, I. C	Zanesville	Life State	1902
Heath, J. W	Staunton	Life State	1904
Hanson, S. C	Williamsport	Life State	1905
Hines, L. N	Union City	Life State	1906
Hahn, Irwin S	Culver	Life State	1907
Hart, William W	Scircleville	Life State	1907
Hill, Howard C	Brazil	Life State	1907
Hildebrand, L. E	Greentown	Life State	1907
Hormell, Martha Eulala	Wingate	Life State	1910
Hough, Watson R	Frankfort	Life State	1910
Houston, Jos. R	Aurora	Life State	1910
Henry, D. R	Bloomington	Life State	1913
Hunt, Hettie	Boonville	Life State	1913
Haas, Wm. H	Walton	Life State	1915
Ihrig, Herbert L	Columbia City	Life State	1906
Imel, H. G	Bloomington	Life State	1914
Jones, Mariah H	Indianapolis	First grade	1871
Johnson, J. B	Indianapolis	First grade	1872
James, John B	New Albany	First grade	1873
Jones, John W	Muncie	Second grade	1873
Jones, A. W	Poolsville	First grade	1874
James, John B	New Albany	First grade	1876
Jones, Robert E	Zionsville	First grade	1876
Johnson, A. J	Carthage	Second grade	1881
Johnson, N. C	Oakland City	Life State	1885
Jakways, W. B	New Castle	Life State	1889

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Jeffrey, James H	Laporte	Life State	1900
Jerman, E. C	Greensburg	Life State	1903
Jack, C. W	Oxford	Life State	1906
Jackson, O. W	Pendleton	Life State	1906
Jackman, Charles F	Martinsville	Life State	1907
Jordan, Wm	Newburgh	Life State	1908
Johnson, Hugh E	Greenfield	Life State	1909
Johnson, J. S	Shoals	Life State	1912
Jackson, C. R	Cortland	Professional	1916
Kneff, Susan F	Decker Station	Second grade	1874
Kohler, Harrison	Frankfort	First grade	1874
Kneff, Susan F	Red Cloud	First grade	1876
Kennedy, Anna S	Franklin	First grade	1876
Knibbe, J. A	Kendallville	First grade	1882
Kennedy, A. H	Rockport	Life State	1885
Kirtland, Ella E	Huntington	Life State	1891
Kinzie, T. E	New Carlisle	Life State	1896
Kimmel, Chas. W	Kendallville	Life State	1897
Kahl, Edwin	New Albany	Life State	1902
Kimmel, Herbert	Huntington	Life State	1909
Kline, Daisy	Upland	Life State	1909
Kitch, Claud E	Indianapolis	Life State	1910
Kline, Aaron	Wanatah	Life State	1910
Luke, D. B	Goshen	First grade	1872
Little, L. D	Indianapolis	Second grade	1874
Lawrence, Amos O	Danville	First grade	1874
Link, Wm. H	Boonville	First grade	1876
Lemaster, J. B	Franklin	Life State	1885
Luzzader, Sophia	Sullivan	Life State	1886
Leib, C. M	Lagrange	Life State	1887
Lingenfelder, Walter	Hanna	Life State	1888
Loring, H. H	Valparaiso	Life State	1892
Legler, Hugo	Evansville	Life State	1892
Leonard, Z. B	Bloomington	Life State	1893
Linam, Allie	Leesburg	Life State	1893
Lydy, John W	Kirklin	Life State	1898
Long, Frank B	Kirklin	Life State	1901
Long, George E	Mulberry	Life State	1901
Large, James M	Mt. Etna	Life State	1902
Lovett, G. A	Hebron	Life State	1903
Little, Carrie	Williamsport	Life State	1905
Livingston, John A	Carmel	Life State	1906
Linke, J. A	North Salem	Life State	1906
Landis, John E	Macy	Life State	1907
Lamar, Franklin S	Richmond	Professional	1908
Lamar, Franklin S	Richmond	Life State	1908
Little, Wm. O	Goodland	Life State	1909

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Llewelyn, E. J	Sheridan	Life State	1909
Langston, J. A	Auburn	Life State	1912
Littell, Harold	Bloomington	Life State	1912
Lewis, Mortimer	Dana	Professional	1912
Lochmiller, G. E	Cicero	Professional	1913
Lamson, Ernest	Rensselaer	Life State	1916
Luce, L. M	McCordsville	Life State	1916
McRae, H. S	Muncie	First grade	1867
McConaber, H. J	Goshen	First grade	
Mayhew, Dora J		First grade	1871
Mills, Isaac F	Wabash	First grade	1872
McRae, Mrs. E. M	Muncie	First grade	1872
McCullough, Miss M	Bloomington	First grade	1872
McCord, Sarah A	Martinsville	First grade	1872
Moore, Charles V	Crawfordsville	First grade	1873
Mowry, David	Goshen	Second grade	1875
Mohler, A. D	Lagrange	First grade	1876
Madden, J. H	Bedford	First grade	1876
Madden, Mrs. J. H	Bedford	Second grade	1876
Motsinger, N. H	McCordsville	Second grade	1876
Mather, J. P	Dublin	Second grade	1881
Mushlitz, W. H	Frankfort	Second grade	1882
McClure, C. W	Mitchell	Life State	1885
Merrill, S. J	Fairfield	Life State	1885
Miller, H. H	Bremen	Life State	1885
Mott, T. A	Richmond	Life State	1886
Munson, Eliza E	Mitchell	Life State	1886
Moffet, Alonzo D	Spencer	Life State	1886
Myers, John N	Wabash	Life State	1887
Meyer, F. J. L	South Bend	Life State	1888
Mallery, M. J	Crown Point	Life State	1889
Malone, Eva	Dana	Life State	1889
Marble, Fannie	South Bend	Life State	1890
Martin, A. J	Logansport	Life State	1894
Monroe, Edwin S	Mt. Vernon	Life State	1895
Miller, Geo. W	Kokomo	Life State	1896
Martin, A. E	Indianapolis	Life State	1897
Murphy, Wm. P	Remington	Life State	1899
Marshall, Marlin R	Remington	Life State	1900
Marcia, Frances M	Lagrange	Life State	1900
Miller, E. S	Rockport	Life State	1902
Mitchell, Clara J	Shelbyville	Life State	1902
Morgan, Edward	Carmel	Life State	1904
Mitchell, C. O	Eaton	Life State	1904
Myers, Ossian S	Lynn	Life State	1904
Myers, Wm. A	Fortville	Life State	1904
McCoughan, J. Z. A	Kokomo	Life State	1905
Mills, W. H	Thorntown	Life State	1905

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Mitchell, John J	Logansport	Life State	1905
Marshall, M. C	Lovett	Life State	1906
Moody, James A	Fremont	Life State	1906
Mowrer, F. K	Marion	Life State	1906
Muncie, E. M	Brazil	Life State	1906
McCormick, Thos. H., Jr.	Ft. Wayne	Life State	1906
Merriman, Curtis	Bluffton	Life State	1906
Muir, Thomas M	Knightstown	Life State	1906
Myers, Ellis B	French Lick	Life State	1906
McDill, Robert M	New Castle	Life State	1907
McDaniel, C. M	Hammond	Life State	1907
Mead, Cyrus D	Ft. Wayne	Life State	1908
Miller, Aaron	Otwell	Life State	1909
Maddy, Flem L	Cadiz	Professional	1910
Mason, Thos. E	Henderson	Life State	1910
McClure, Chas. E		Life State	1911
McCannon, Coil		Life State	1911
Muller, Chas. F	Nappanee	Life State	1912
McMullen, Chas	Elnora	Professional	1912
Mann, C. E	Lynn	Professional	1914
Meltzer, Geo. F	Bloomington	Life State	1915
Moore, John F	Bloomington	Life State	1915
Morris, Austin G	Bluffton	Life State	1915
Mohler, J. Abram	Peru	Professional	1916
Mershon, Nellie T	Grabill	Professional	1916
Morrison, W. L	Scottsburg	Life State	1916
Murphy, Sanford	New Washington	Life State	1916
Naylor, James M	Waveland	First grade	
Neff, J. H	Bunker Hill	Life State	1885
Nourse, J. W	Rockport	Life State	1885
Northcott, Nettie T	Vevay	Life State	1887
Newell, J. E	Bristol	Life State	1905
Numbers, M. W	Boonville	Life State	1905
Neal, Belle M	Monon	Life State	1906
Newman, Christian	Tell City	Life State	1907
Newman, Otho	Greensburg	Professional	1912
Nicholson, Thos. E	Bloomington	Life State	1915
Neel, Wm. Finley	Brookston	Life State	1916
O'Brien, James	LaPorte		1873
Orr, J. Ellsworth	Geneva	Life State	1892
Osman, Will B	Greensburg	Life State	1903
Owens, Mrs. Coy B. J	Goodland	Life State	1907
Oberholtzer, Edison E	Clinton	Life State	1912
Paxton, Sarah			1867
Phelan, W. P	Laporte	First grade	1872
Peck, Thos. W	Evansville	Second grade	1873

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Powner, W. H	Greensburg	First grade	1873
Pinkham, W. P	Canton	First grade	1873
Peak, C. N	Aurora	Life State	1885
Perrin, J. W	Danville, Ill	Life State	1885
Powles, G. A	Mishawaka	Life State	1885
Parker, Joseph W	Terre Haute	Life State	1886
Palmer, W. C	Columbia City	Life State	1886
Patterson, Chas. F	Edinburg	Life State	1895
Palmer, Kittie E	Franklin	Life State	1896
Payne, Wm. V	Harrodsburg	Life State	1897
Peterson, Chas. A	Lebanon	Life State	1899
Pratt, Orville C	Danville	Life State	1901
Pearcy, James B	Anderson	Life State	1904
Patterson, N. V	Brookville	Life State	1904
Pratt, Clarence W	Union Mills	Life State	1907
Purdue, Samuel D	Newburg	Life State	1907
Pidgeon, W. C	Mooresville	Life State	1908
Painter, W. S	Upland	Life State	1909
Pelsma, John R	Chicago	Life State	1909
Platt, Luther T	Bremen	Life State	1909
Powers, G. C	Keystone	Life State	1909
Pearce, Daniel W	Bloomington	Life State	1910
Parker, Albert	Cayuga	Life State	1912
Pleasant, H. H	Buck Creek	Professional	1912
Paul, J. B	Warren	Life State	1914
Peterson, C. U	Westpoint	Life State	1916
Quillen, Rutherford R	Merrillville	Life State	1906
Quinnell, Helen M	Hobart	Professional	1911
Richards, M. A	Laporte	Second grade	1873
Roberts, Adelia	Evansville	First grade	1873
Rahm, Huldah	Evansville	Second grade	1873
Rickoff, M. F	Ninevah	Life State	1885
Reddick, J. H	Winamac	Life State	1887
Reubelt, F. W	Rensselaer	Life State	1887
Rucker, W. H	Lawrenceburg	Life State	1890
Rothert, M. W	Degonia Springs	Life State	1897
Riddle, Jesse W	Corydon	Life State	1899
Reber, John	Huntington	Life State	1902
Riebold, Geo. H	Bourbonsville, Ky	Life State	1906
Reavis, Wm. C	Francisco	Life State	1906
Rizer, Eldridge B	Bourbon	Life State	1907
Robertson, Giles	Liberty	Life State	1907
Rose, Helen	Ireland	Life State	1907
Richardson, Earl H	Wanatah	Life State	1908
Risley, James H	Petersburg	Life State	1908
Rogers, Lester B	Angola	Life State	1908
Rice, E. E	Bloomington	Life State	1909
Ritter, Sarah M	Bloomington	Life State	1910

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Standeford, Nannie D	Martinsville		1870
Sanders, W. F. L	Bloomington	First grade	1872
Sturgus, R. A	Orleans	First grade	1873
Snoke, A. J	Mt. Vernon	First grade	1873
Sisson, W. S	Princeton	Second grade	1873
Snyder, George W	Galveston	Second grade	1873
Spear, Robert	Evansville	First grade	1882
Sinclair, W. B	San Pierre	Life State	1885
Sanders, T. J	Butler	Life State	1885
Sanders, Amos	North Vernon	Life State	1885
Smith, M. E	Kingston	Life State	1886
Starkey, J. R	Martinsville	Life State	1886
Smith, Frank P	Bedford	Life State	1886
Snyder, W. C	Salem	Life State	1886
Short, Alice Carrie	Bloomington	Life State	1886
Sims, William S	Frankfort	Life State	1888
Sherrick, John R	Fairmount	Life State	1889
Stratford, W. R	Vevay	Life State	1890
Straup, Della L	Valparaiso	Life State	1890
Searls, O. M	New Carlisle	Life State	1894
Segur, Lell	Decatur	Life State	1896
Searle, M. J	Nineveh	Life State	1897
Stewart, Albert F	Rushville	Life State	1898
Scott, Levi H	New Albany	Life State	1899
Staley, Ora	Charlottsville	Life State	1900
Stuart, Milo H	Sheridan	Life State	1900
Stanton, Otis G	Irvington	Life State	1901
Stubbs, C. L	Swayzee	Life State	1902
Smith, H. Lester	Brookville	Life State	1902
Shock, Wm. A	Huntington	Life State	1903
Skinkle, Eugene	Valparaiso	Life State	1903
Shull, Samuel P	Kouts	Life State	1903
Stickles, A. M	Elkhart	Life State	1903
Stott, James W		Life State	1905
Snively, Eleanor	Clinton	Life State	1906
Stonecipher, T. H	Mt. Vernon	Life State	1906
Spore, Florence E	Owensville	Life State	1907
Spaulding, C. E	Converse	Life State	1907
Shortridge, W. P	Bloomington	Life State	1907
Smith, Troy	Portland	Life State	1908
Simkins, Rupert	Princeton	Life State	1909
Sauter, J. P	Monticello	Life State	1910
Sheva, J. W		Life State	1911
Scoles, S. Leroy	Pierceton	Professional	1912
Shideler, Samuel E	Bloomington	Life State	1912
Stewart, S. F	Spencer	Life State	1914
Schell, Geo. W	Centerville	Professional	1915
Trimble, Jas. M	Greensburg	First grade	1873

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Thomas, D. W	Kendallville	First grade	1873
Tracy, P. S	Warren	Life State	1885
Teeple, E. M	Argos	Life State	1891
Taylor, R. F	Jeffersonville	Life State	1892
Tapy, Geo. H	Columbia City	Life State	1901
Trafzer, Frank E	Union City	Life State	1902
Thornton, J. F	Rockville	Life State	1902
Thompson, W. A	Bloomington	Life State	1904
Taylor, Emmett	Bloomington	Life State	1904
Thompson, G. H	Hobart	Life State	1908
Terrell, Chas. H	Bloomington	Life State	1910
Thompson, Harriett		Life State	1911
Treanor, W. E	Petersburg	Life State	1913
Urner, Edward E	Mitchell	Life State	1888
Vawter, Achilles J	Indianapolis	First grade	1856–1874
Vandeveer, Richard	New Paris	Life State	1894
Voorhees, H. S	Brookville	Life State	1898
Van Gorder, W. B	Worthington	Life State	1905
Vandergrift, A. F	Poseyville	Life State	1907
Valentine, R. H	Perrysville	Life State	1913
Vickrey, E. W	Medaryville	Life State	1915
Welch, Walter	Evansville	Second grade	1872
Wetherell, J	Cannelton	First grade	1872
Warren, Evelyn M	Laporte	Second grade	1873
Wilson, Timothy	Spiceland	First grade	1874
Wells, Mrs. D. B	Ft. Wayne	First grade	1876
Weed, Flora E	Ft. Wayne	First grade	1876
White, J. D	Greensburg	Life State	1885
White, Phariba W	New Castle	Life State	1885
Wilkie, H. F	Milford	Life State	1885
Wood, J. A	Salem	Life State	1885
Wissler, B. F	Hagerstown	Life State	1885
Williams, L	Richmond	Life State	1885
Walters, John H	Willshire, Ohio	Life State	1886
Warfel, J. F	Ladoga	Life State	1886
Williams, Mrs. D. F	Greensburg	Life State	1887
Wood, C. H	Winchester	Life State	1887
Wilson, Geo. S	Greenfield	Life State	1888
Welker, Geo. H	Poseyville	Life State	1891
Wilson, Howard L	Rensselear	Life State	1892
Weedman, Geo. P	Cannelton	Life State	1893
Woody, H. G	Kokomo	Life State	1894
Weir, J. C	New Castle	Life State	1895
Wyandt, Jacob W	Angola	Life State	1897
Wilson, Mrs. Emma F	Alexandria	Life State	1899
Warren, I. N	Laporte	Life State	1900

Name of Applicant.	*Postoffice Address.*	*Kind of License.*	*Issued.*
Whitenack, O. O.	North Judson	Life State	1902
White, C. E	Mishawaka	Life State	1904
Whistler, J. E. J	Evansville	Life State	1904
Williams, Jas. H	Mt. Vernon	Life State	1904
Wilson, G. M	Danville	Life State	1904
Winans, B. A	Berne	Life State	1905
Webb, Jesse C	Franklin	Life State	1905
Werner, Jno. C	Gilead	Life State	1905
Winslow, Edith	Lynn	Life State	1905
Williams, Howard	Lagro	Life State	1906
Wilson, Eli P	College Corner	Life State	1906
Weber, Henry W	Oakville	Life State	1907
Wilkie, Paul	Ft. Wayne	Life State	1907
Wiley, Everett	Whiteland	Life State	1908
Weaver, A. E	Goshen	Life State	1909
Watson, P. M	Pimento	Life State	1910
Wilcox, Orrin	Claypool	Life State	1910
Winger, Otho	North Manchester	Life State	1910
Wearly, Purvis G		Life State	1911
Wilmore, Ernest E		Life State	1911
Wilson, Irvin A	Greencastle	Life State	1912
Worthington, J. E	Valparaiso	Life State	1913
Welty, S. H	Laotto	Life State	1914
Westerfield, J. W	Brownsburg	Life State	1915
Wimmer, Herman	Bremen	Life State	1915
Welch, Floyd D	Crawfordsville	Life State	1916
Zeller, J. A	Evansville	First grade	1872
Zearing, Maggie	Greensburg	Second grade	1873
Zell, Oscar B	Clinton	Life State	1896

VALIDATED DIPLOMAS.

1913.

Name.	*Kind of License.*	*Date Validated.*
Butterfield, Hazel	Illinois State Normal	December 6, 1913.
Erf, Norma	Michigan State Normal	June 13, 1913.
Fisher, Jessie L	Illinois State Normal	May 22, 1913.
Ferguson, Idelette	Pennsylvania State Normal	June 5, 1913.
Mahoney, Carolyn	New York State Normal	October 9, 1913.

1914.

Brown, Chas. F	Michigan State Normal	March 21, 1914.
Colvan, Ellen D	Michigan State Normal	February 16, 1914.
Finnucan, Nellie	Pennsylvania State Normal	April 7, 1914.
Gardner, Mary E	Michigan State Normal	August 28, 1914.
Hammond, Theresia	Pennsylvania State Normal	August 25, 1914.
Payne, Eli L	Kansas State Normal	December 16, 1914.
Swarts, George W	Wisconsin State Normal	January 10, 1914.

1915.

Name.	*Kind of License.*	*Date Validated.*
Atchison, Grace T.....	Michigan State Normal College.....	June 4, 1915.

1916.

Conway, Alice.....	Montana State Normal College	May 9, 1916.
Davis, Winifred Lloyd....	Kansas State Normal College..	March 23, 1916.
Pierson, Florise E.....	Michigan State Normal School.	May 5, 1916.
Polson, Reba.....	Missouri State Normal School..	October 24, 1916.
Treasure, J. F.....	Missouri State Normal School..	October 24, 1916.
Wiggers, J. A.....	Michigan State Normal College	March 1, 1916.

CHAPTER XII.

Funds and Statistics.

SUMMARIES FOR THE YEAR ENDING JULY 31, 1915.

Permanent School Funds, 1915.

COMMON SCHOOL FUND.

Additions to Fund, 1915—	
Amount held by counties June, 1914	$9,196,417 09
Amount added by fines from county clerks and justices June, 1915	89,911 26
Amount added from transfers from other counties	28,000 00
Amount corrected by State Board of Accounts	18,499 36
Amount added from all other sources June, 1915	519 28
Total	$9,333,346 99
Deductions from Fund, 1915—	
Amount deducted on account of transfer to other counties	$28,000 00
Amount deducted on account of corrections by the State Board of Accounts	754 95
Total held by counties June, 1915	$9,304,592 04
Increase in common school fund, 1915	$108,076 90

CONGRESSIONAL TOWNSHIP FUND.

Additions to Fund, 1915—	
Amount held by counties June, 1914	$2,480,941 52
Amount added from the sale of lands	150 11
Amount added from corrections made by State Board of Accounts	386 39
Amount received from other counties on account of divided townships	11,796 94
Total	$2,493,274 96
Amount deducted and distributed to other counties on account of divided congressional townships	12,027 28
Amount deducted on account of corrections by State Board of Accounts	626 93
Total held by counties June, 1915	$2,480,620 75
Number of acres of unsold congressional school lands	879.6
Value of unsold congressional school lands	$41,125 00

SUMMARY OF SCHOOL FUNDS, 1915.

Common school fund held by counties June, 1915	$9,304,592 04
Congressional township fund held by counties June, 1915	2,480,620 75
Total fund June, 1915	$11,785,212 79

Conditions of School Funds, 1915:

COMMON SCHOOL FUND.

Amount of fund safely invested	$9,164,177 07
Amount of fund unsafely invested	19,808 46
Amount of fund not invested and in county treasuries drawing interest from the counties	120,606 51
Total	$9,304,592 04

CONGRESSIONAL TOWNSHIP FUND.

Amount of fund safely invested	$2,417,299 66
Amount of fund unsafely invested	5,919 39
Amount of fund not invested and in county treasuries drawing interest from the counties	57,401 70
Total	$2,480,620 75

SUMMARY OF FUNDS INVESTED.

Amount of both funds safely invested	$11,581,476 73
Amount of both funds unsafely invested	25,727 85
Amount of both funds not invested and in county treasuries	178,008 21
Total	$11,785,212 79

School Revenues, 1915.

TUITION REVENUE DISTRIBUTED BY COUNTY AUDITORS.

In January, 1915—	
Common school revenue	$1,517,438 34
Congressional township revenue	75,927 57
Local tuition revenue	2,242,378 20
Liquor license revenue	357,711 65
Total distributed	$4,193,455 76

In July, 1915—	
Common school revenue	$1,721,653 28
Congressional township revenue	73,919 54
Local tuition revenue	2,686,626 55
Liquor license revenue	376,870 70
Dog fund revenue	117,620 88
Total distributed	$4,976,690 95
Grand total for year	9,170,146 71

SPECIAL SCHOOL REVENUE DISTRIBUTED BY COUNTY AUDITORS.

In December and May settlements	$8,806,248 96

SUMMARY OF REVENUES, 1915.

Tuition revenue distributed January, 1915	$4,193,455 76
Tuition revenue distributed July, 1915	4,976,690 95
Special school revenue distributed for the year 1915	8,806,248 96
Grand total	$17,976,395 67

Enumeration, 1915 (six to twenty-one years of age).

White males	388,447	
Colored males	8,094	
Total males		396,541
White females	364,023	
Colored females	8,058	
Total females		372,081
Grand total		768,622
Total number white children	752,470	
Total number colored children	16,152	
Grand total as above		768,622
Enumeration, 1914		766,383
Increase 1915 over 1914		2,239

Enrollment and Attendance, 1914-15.

Enrollment—	
White males	274,624
Colored males	5,332
White females	267,241
Colored females	5,730
Total	552,927
Enrollment, 1913-14	548,497
Increase, 1915 over 1914	4,430
Attendance—	
Total daily attendance, 1914-15	452,765
Attendance, 1913-14	441,168
Increase, 1915 over 1914	11,597

Number of Schoolhouses, 1915.

Concrete	36
Stone	82
Brick	4,552
Frame	3,844
Log	2
Total	8,516

Teachers Employed, 1914-15.

Teachers employed, 1914-15, in all the schools of townships, town or city, and classified by sex and color:

White males	6,057	
Colored males	76	
Total males		6,133
White females	12,934	
Colored females	153	
Total females		13,087
Grand total		19,220

Number of teachers employed, 1914-15, in elementary schools, and in commissioned, certified and non-certified high schools:

In elementary schools	15,524
In commissioned high schools	3,041
In certified high schools	442
In non-certified high schools	213
Grand total	19,220

Number of teachers employed, 1914-15, in township, town and city schools:

In township schools	10,969
In town schools	1,681
In city schools	6,570
Grand total	19,220

Comparison with 1913-14:

Total number of teachers employed in 1914-15	19,220
Total number of teachers employed in 1913-14	18,449
Increase in 1914-15	771

Wages and Salaries, 1914-15.

Approximate average daily wages, 1914-15.

Average wages per day of supervisors and special teachers	$4 04
Average wages per day of high school principals	5 57
Average wages per day of principals of elementary schools	4 25
Average wages per day of high school teachers	4 18
Average wages per day of teachers in the elementary schools	3 19
Average wages per day of teachers in consolidated schools	3 31
Average wages per day of teachers in district schools	2 84

Yearly salaries, 1914-15:

Total amount paid for teaching and supervision	$11,168,717 78
Total amount paid teachers for attending township institutes	222,754 31
Total	$11,391,472 09
Average yearly salary of each teacher (including the salaries of the city superintendents)	$592 69
Number schoolhouses erected during year	166
Value of schoolhouses erected during year	$3,533,199 85

Average length of school in days, 1914-15:

	Elementary Schools.	High. Schools.
In townships	141	157
In towns	163	180
In cities	178	179
In State	155	166

Township institutes, salaries paid trustees for managing educational work, etc.:

Number township institutes held during year	7,112
Amount paid teachers for attending institutes	$220,866 31
Amount paid trustees in towns and cities for managing educational work	$88,451 05

SUMMARIES FOR YEAR ENDING JULY 31, 1916.

Permanent School Funds, 1916.

COMMON SCHOOL FUND.

Additions to Fund, 1916—	
Amount held by counties June, 1915	$9,304,092 02
Amount added by fines and forfeitures by the clerks of circuit courts and from justices June, 1916	97,323 99
Amount added from transfer from other counties, 1916	52,000 00
Amount corrected by State Board of Accounts June, 1916	11,170 00
Amount added from all other sources, June, 1916	18,476 28
Total	$9,483,063 10
Amount transferred to other counties, 1916	52,000 00
Amount deducted by correction of State Board of Accounts	58 33
Total amount held by counties June, 1916	$9,431,004 77
Increase in common school fund, 1916	126,412 75

CONGRESSIONAL TOWNSHIP FUND.

Additions to Fund, 1916—	
Amount held by counties June, 1915	$2,480,620 75
Amount since added by sale of lands	12 00
Amount since added from corrections by State Board of Accounts	335 29
Amount received from other counties on account of divided congressional townships	701 35
Total	$2,481,669 39
Amount deducted since last report	1,192 08
Total amount held by counties June, 1916	$2,480,477 31
Number of acres of unsold congressional school lands	879.6
Value of unsold congressional school lands	$41,125 00

SUMMARY OF SCHOOL FUNDS, 1916.

Common school fund held by counties June, 1916	$9,431,004 77
Congressional township fund held by counties, June 1916	2,480,477 31
Total fund June, 1916	$11,911,482 08
Net increases to funds during the year	126,269 31

Condition of School Funds, 1916.

COMMON SCHOOL FUND.

Amount of fund safely invested	$9,249,284 54
Amount of fund not safely invested	28,168 29
Amount of fund not invested and in county treasuries drawing interest from the counties	153,551 94
Total	$9,431,004 77

CONGRESSIONAL TOWNSHIP FUND.

Amount of fund safely invested	$2,402,798 17
Amount of fund not safely invested	4,726 16
Amount of fund not invested and in county treasuries drawing interest from the counties	72,952 98
Total	$2,480,477 31

SUMMARY OF FUNDS INVESTED.

Amount of both funds safely invested	$11,652,082 71
Amount of both funds not safely invested	32,894 45
Amount of both funds not invested and in county treasuries	226,504 92
Total	$11,911,482 08

School Revenues, 1916.

TUITION REVENUE.

Distributed by County Auditors in January, 1916—	
Common school revenue	$1,560,302 67
Congressional township revenue	75,197 78
Local tuition revenue	2,374,692 79
Liquor license revenue	362,276 50
Total distributed	$4,372,469 74
In July, 1916—	
Common school revenue	$1,788,730 02
Congressional township revenue	74,845 41
Local tuition revenue	3,018,899 98
Liquor license revenue	397,371 33
Dog fund revenue	136,302 16
Total distributed	$5,416,148 90
Grand total for year	$9,788,618 64

SPECIAL SCHOOL REVENUE, 1916.

Distributed by County Auditors	$9,572,379 59

SUMMARY OF REVENUES, 1916.

Tuition revenue distributed January, 1916	$4,372,469 74
Tuition revenue distributed July, 1916	5,416,148 90
Special school revenue distributed, 1916	9,572,379 59
Grand total	$19,360,998 23

Enumeration, 1916 (six to twenty-one years of age).

White males	391,444	
Colored males	8,467	
Total males		399,911
White females	366,240	
Colored females	8,191	
Total females		374,431
Grand total		774,342
Total number of white children	757,684	
Total number colored children	16,658	
Grand total as above		774,342
Enumeration, 1915		768,622
Increase, 1916 over 1915		5,720

Enrollment and Attendance, 1915-16.

Enrollment—	
White males	280,423
Colored males	5,807
White females	271,937
Colored females	6,085
Total	564,252
Enrollment, 1914-15	552,927
Increase, 1916 over 1915	11,325
Total daily attendance, 1915-16	463,920
Attendance, 1914-15	452,765
Increase, 1916 over 1915	11,155

Number of Schoolhouses, 1916.

Stone	85
Brick	4,480
Frame	3,769
Concrete	40
Log	2
Total	8,376

Teachers Employed, 1915-16.

Teachers employed, 1915-16, in all schools of township, town or city and classified by sex and color:

White males	6,129	
Colored males	78	
Total males		6,207
White females	13,276	
Colored females	165	
Total females		13,441
Total males and females		19,648

Number of teachers employed 1915-1916 in elementary schools, and in commissioned, certified and non-certified high schools:

In elementary schools	15,722
In commissioned high schools	3,389
In certified high schools	344
In non-certified high schools	193
Grand total	19,648

Number of teachers employed, 1915-1916, in township, town, and city schools:

In township schools	11,122
In town schools	1,645
In city schools	6,881
Grand total	19,648

Number of superintendents, supervisors, and teachers employed 1915-1916. Classified as to kind of service performed.

Superintendents	251
Supervisors and special teachers	1,150
High school principals	771
Principals of elementary schools	774
Teachers of regular high school subjects	2,397
Teachers of elementary subjects	14,305
Grand total	19,648

Comparison with 1914-1915:

Total number of teachers employed in 1915-1916	19,648
Total number of teachers employed in 1914-1915	19,220
Increase in 1915-1916	428

New Schoolhouses, 1916.

Number of schoolhouses erected during year	141
Value of schoolhouses erected during year	$1,772,349 40

Average Length of Term, 1916.

	Elementary Schools.	*High Schools.*
In townships	142	158
In towns	162	167
In cities	178	179
In State	154	166

School libraries:

Number volumes in libraries	1,695,901
Number of books added to library during year	132,169

Township and city institutes 1915-1916, and township transfers:

Number township institutes held during year	7,133	
Amount paid teachers for attending township institutes.		$229,330 48
Number city institutes held during year	687	
Amount paid teachers for attending city institutes		121,214 95
Total number institutes	7,820	
Total amount paid teachers for attending institutes		$350,545 43

Aggregate salaries paid superintendents, supervisors, principals and teachers, 1915-1916:

Superintendents	$373,411 47
Supervisors and special teachers	590,991 93
High school principals	695,152 77
Elementary school principals	641,487 13
Teachers of regular high school subjects	1,918,080 22
Teachers of regular elementary subjects	7,334,390 17
Grand total	$11,553,513 69

Average salaries paid superintendents, supervisors, principals and teachers 1915-1916:

Superintendents	$1,488 11
Supervisors and special teachers	513 90
High school principals	901 62
Elementary school principals	828 80
Teachers of regular high school subjects	800 20
Teachers of regular elementary subjects	512 71
Average yearly salary of each teacher (including city superintendents) 1915-16	587 51

Approximate average daily wages of supervisors, principals and teachers 1915-1916:

Supervisors and special teachers	$3 10
High school principals	5 43
Elementary school principals	5 37
Teachers of regular high school subjects	5 05
Regular teachers in elementary schools	3 33
All teachers in consolidated grade schools	3 25
All teachers in district schools	2 82

Amount paid town and city trustees for managing educational work, 1915-1916:

In towns	$13,976 75
In cities	30,963 31

County institutes, 1915:

Total cost of county institutes	$30,198 25
Average cost per county	328 24
Amount paid by counties for maintenance	9,200 00

COMPARATIVE TABLES.

DETAILED STATEMENT FOR THE YEAR ENDING JULY 31, 1914.

In the tenth biennial report of this department, Hon. James H. Smart published statistical matter in comparative tables from 1865 to 1880. The following tables, together with those above referred to, will give a brief survey of the growth of Indiana's schools:

TABLE A. *PRINCIPALS OF SCHOOL FUNDS BY CALENDAR YEARS.

Year.	*Common School Fund.*	*Congressional Township Fund.*
1880	$6,616,112 02	$2,449,142 69
1885	6,923,854 57	2,404,936 82
1890	7,290,065 20	2,494,105 35
1892	7,454,632 41	2,500,761 87
1893	7,521,226 45	2,472,150 97
1894	7,585,228 10	2,571,935 22
1895	7,645,369 22	2,501,590 08
1896	7,714,433 46	2,503,998 73
1897	7,752,727 96	2,470,064 28
1898	7,799,150 75	2,504,033 26
1899	7,842,032 77	2,469,982 50
1900	7,892,303 52	2,467,655 53
1901	7,925,579 50	2,464,746 83
1902	7,978,580 70	2,465,304 64
1903	8,031,400 79	2,465,544 18
1904	8,166,215 09	2,471,349 27
1905	8,168,082 74	2,473,143 63
1906	8,270,255 96	2,473,143 64
1907	8,372,204 49	2,473,143 63
1908	8,528,210 47	2,474,152 38
1909	8,619,790 94	2,475,162 95
1910	8,732,046 10	2,476,297 44
1911	8,846,825 10	2,478,131 54
1912†	8,960,113 65	2,475,856 83
1913	9,079,190 88	2,480,694 58
1914	9,196,515 14	2,480,941 51
1915	9,304,592 04	2,480,620 75
1916	9,431,004 77	2,480,477 31

*These amounts are loaned by county auditors at 6 per cent. interest, payable annually at the end of the borrowed year. Counties must pay interest on unloaned balances. The congressional principal has reached its maximum (approximately). The common school fund increases by fines, forfeitures, escheats, etc.

†The congressional township fund has been corrected by the State Board of Accounts. This causes the difference in the fund for 1911 and 1912.

TABLE B. *REVENUES AVAILABLE FOR SCHOOL PURPOSES EACH CALENDAR YEAR.

Year.	*Tuition Revenue.*	*Special School Revenue.*
1880	$2,943,105 77	$1,461,891 15
1885	3,371,295 00	1,545,739 92
1890	3,794,526 03	1,777,598 32
1892	3,835,918 91	1,773,735 89
1893	4,428,267 10	1,940,462 09
1894	4,379,666 10	2,140,847 06
1895	4,735,088 63	2,412,507 03
1896	4,301,413 04	2,275,857 89
1897	4,533,316 62	2,411,351 23
1898	4,966,839 36	2,425,340 15
1899	5,290,217 61	2,507,825 97
1900	5,443,092 17	2,578,046 67
1901	5,480,400 56	2,542,460 01
1902	5,790,002 66	2,795,352 32
1903	6,018,448 62	3,163,011 29
1904	6,538,532 44	3,536,039 15
1905	6,979,597 74	3,663,040 42
1906	6,832,075 71	3,837,591 13
1907	6,682,597 48	4,152,747 93
1908	7,640,698 90	4,294,723 99
1909	7,523,955 05	4,360,733 58
1910	7,678,731 27	6,043,641 70
1911	8,111,591 82	6,602,563 70
1912	8,660,927 30	7,294,738 80
1913	8,842,705 78	7,829,379 40
1914	8,981,644 13	8,341,349 90
1915	9,170,146 71	8,806,248 96
1916	9,788,618 64	9,572,379 59

TABLE C. TEACHERS' WAGES.

Year.	*Total Expended for Teachers.*	*Average Yearly Wages of Teachers of All Grades and High Schools.*
1897	$4,516,658 40	$300 07
1898	4,762,347 32	312 83
1899	4,800,964 68	309 98
1900	5,023,481 27	321 68
1901	4,930,292 97	308 54
1902	5,488,938 01	341 91
1903	6,122,075 17	381 65
1904	6,582,321 75	404 90
1905	6,838,191 54	443 78
1906	7,125,830 40	459 23

*These revenues represent the January and June distributions of each calendar year. The June distribution is used, to meet the expenses of the schools for the first half of the succeeding school year.

TABLE C—Continued.

Year	*Total Expended for Teachers.*	*Average Yearly Wages of Teachers of All Grades and High Schools.*
1907	$7,374,212 35	$472 47
1908	7,683,662 50	498 05
1909	8,425,334 20	510 53
1910	8,818,168 66	522 74
1911	9,414,189 70	544 01
1912	9,910,801 65	566 20
1913	10,090,649 62	569 46
1914	10,953,217 37	593 70
1915	11,391,472 09	592 69
1916	11,553,513 69	587 51

TABLE D.

Year	*Enumeration.*	*Enrollment.*	*Attendance.*
1880	703,558	511,283	321,659
1885	740,949	504,520	332,746
1890	770,722	512,955	342,275
1892	776,963	511,823	360,664
1893	795,256	519,009	350,963
1894	808,261	541,570	392,689
1895	798,917	529,345	392,015
1896	734,640	543,665	401,702
1897	749,902	551,073	402,747
1898	754,945	566,157	432,931
1899	755,698	556,651	424,725
1900	756,004	564,807	429,566
1901	757,684	556,731	420,276
1902	761,801	560,224	423,078
1903	767,436	549,329	417,017
1904	768,842	550,732	416,047
1905	768,432	550,121	415,622
1906	774,678	551,561	425,149
1907	775,925	538,881	420,283
1908	764,678	531,731	422,116
1909	749,303	530,341	425,243
1910	754,972	531,459	420,780
1911	758,185	530,267	415,429
1912	761,494	532,821	430,862
1913	762,927	537,500	425,679
1914	766,383	548,497	441,168
1915	768,622	552,927	452,765
1916	774,342	564,252	463,920

NOTE 1.—The total expenditures for schools for 1906 is less than for 1905, due to a deduction of $808,572.26, which is the amount of borrowed money repaid during the year 1906. Former reports do not show the loans repaid, hence the amounts shown are slightly in excess of money actually expended for schools.

TABLE E.

The following table shows total amount of school fund since 1862, and the per capita belonging to each child of school age in the State:

Year.	*Enumeration.*	*Total School Fund, Common and Congressional.*	*Per Capita of Fund on Enumeration.*
1862	528,583	$7,193,154 91	$13 61
1864	557,092	7,778,355 94	13 96
1866	559,778	7,611,337 44	13 59
1868	592,865	8,259,341 34	13 93
1870	619,627	*8,575,047 49	13 84
1872	631,539	8,437,593 47	13 36
1874	654,364	8,711,316 60	13 31
1875	667,736	8,799,191 64	13 18
1876	679,230	8,870,872 43	13 06
1877	694,706	8,924,570 34	12 85
1878	699,153	8,974,455 55	12 85
1879	708,101	9,013,061 75	12 73
1880	703,558	9,065,254 73	12 88
1885	740,949	9,328,791 39	12 59
1890	770,722	9,784,170 55	12 69
1892	776,963	9,955,394 28	12 81
1893	795,256	9,993,377 42	12 56
1894	808,261	10,157,163 32	12 56
1895	798,917	10,146,959 30	12 70
1896	734,640	10,218,432 19	13 90
1897	749,902	10,222,792 24	13 63
1898	754,945	10,303,184 01	13 63
1899	755,698	10,312,015 27	13 64
1900	756,004	10,359,969 05	13 70
1901	757,684	10,390,326 33	13 71
1902	761,801	10,443,885 34	13 70
1903	767,436	10,496,944 87	13 68
1904	768,842	10,636,462 61	13,83
1905	768,432	10,641,226 37	13 84
1906	774,678	10,743,399 60	13 87
1907	775,925	10,845,348 13	13 97
1908	764,678	11,002,362 85	14 38
1909	749,303	11,093,969 64	14 81
1910	754,972	11,208,343 54	14 84
1911	758,185	11,324,956 64	14 58
1912	761,494	11,435,970 48	15 01
1913	762,927	11,559,885 46	15 15
1914	766,383	11,677,456 65	15 23
1915	768,622	11,785,212 79	15 33
1916	774,342	11,911,482 08	15 38

*I tis believed that the figures fo 1870, which were taken from a former report are not accurate.

TABLE F. ADDITIONS TO COMMON SCHOOL FUNDS.

Year.	Fines and Forfeitures.	Balance from Other Sources.	Total Additions.
1880	$43,910 48	$8,489 67	$52,400 15
1881	43,262 65	3,848 52	47,111 17
1882	53,591 59	26,644 06	80,235 65
1883	54,470 93	4,300 21	58,771 14
1884	58,220 46	6,939 11	65,159 57
1885	49,860 77	6,664 28	56,525 05
1886	57,907 91	4,465 27	62,373 18
1887	68,423 30	14,143 70	82,567 00
1888	70,617 08	13,167 60	83,784 68
1889	44,094 58	12,699 56	56,794 14
1890	68,208 16	14,455 88	82,664 04
1891	61,716 07	9,189 97	70,906 04
1892	71,106 23	11,134 86	82,241 09
1893	57,120 95	9,473 09	66,594 04
1894	58,839 43	5,162 22	64,001 65
1895	59,969 57	14,867 06	74,836 63
1896	57,119 03	11,945 21	69,064 24
1897	34,738 97	7,919 73	42,658 70
1898	41,682 94	4,739 85	46,422 79
1899	36,765 53	8,477 24	45,242 77
1900	44,858 23	6,439 64	51,297 87
1901	34,369 12	2,698 46	37,067 58
1902	43,444 43	9,706 77	53,151 20
1903	41,433 82	12,080 90	53,514 72
1904	64,372 72	70,441 58	134,814 30
1905	49,353 52	96,845 13	146,198 65
1906	95,972 43	6,474 30	102,226 73
1907	79,459 01	22,534 62	101,993 63
1908	78,865 21	77,170 07	156,035 28
1909	63,826 36	27,838 81	91,665 17
1910	80,959 11	31,211 35	112,170 46
1911	86,589 42	30,783 13	117,372 55
1912	115,866 77	10,617 26	126,484 03
1913	90,433 94	28,643 29	119,077 23
1914	106,461 95	10,862 31	117,324 26
1915	89,911 26	18,263 69	108,174 95
1916	97,323 99	29,588 76	126,912 75

TABLE G. SCHOOLHOUSES, NUMBER OF TEACHERS AND SCHOOL TERMS.

Year.	*Number of School-houses.*	*Number of Teachers.*	*Average Length of School in Days.*
1880	9,647	13,578	136
1885	9,877	13,254	127
1890	9,907	13,278	130
1892	9,873	13,549	132
1893	10,007	13,896	No data
1894	9,327	14,071	No data
1895	9,327	13,869	No data
1896	10,051	14,884	No data
1897	10,053	15,052	136
1898	9,754	16,223	144
1899	9,983	15,488	149
1900	10,038	15,617	152
1901	10,003	15,979	140
1902	*9,987	16,039	146
1903	9,936	16,080	137
1904	†9,845	†16,256	138
1905	9,813	16,495	138
1906	9,702	16,617	142
1907	9,601	16,841	143
1908	9,437	16,671	145
1909	9,364	16,895	149
1910	9,284	17,264	147
1911	9,197	17,305	165
1912	9,020	17,726	168
1913	8,909	18,085	153
1914	8,784	18,449	Grades 155 H. S. 166
1915	8,516	19,220	Grades 155 H. S. 166
1916	8,376	19,648	Grades 154 H. S. 166

*On account of school consolidation we have probably reached our maximum number of schoolhouses.
†The variation of totals due to incomplete reports from school officials.

INDIANA SCHOOL FUNDS.

The permanent endowment of the Indiana school system is derived from various sources. In part it is due to acts of the general government, in part to our State Constitution and subsequent legislation. The various sources are as follows:

Congressional township fund.
Saline fund.
County seminary fund.
Delinquent tax fund.
Bank tax fund.
Sinking fund.
Surplus revenue fund.
Swamp land fund.
Contingent fund.
Michigan road fund.

Owing to the fact that the first named fund is distributed differently from all others it is in all cases handled as a distinctly separate fund while all the others are merged into what is commonly called the Common School Fund.

THE CONGRESSIONAL FUND.

The United State government in the Ordinance of 1787 pledged itself to the encouragement of "schools and the means of education." In accordance with that policy the enabling act submitted to the Indiana Territorial Convention in 1816 required that the sixteenth section of each congressional township throughout the State be reserved "to the inhabitants for the use of schools." The aggregate fund derived from the sale of these lands is $2,480,941.51.

Distribution of Congressional Interest.—The constitution of 1852 provided for the consolidation of all school funds into one "Common School Fund." The school laws enacted in June, 1852, in accordance with that provision were framed so as to enable counties to turn all of their school moneys into one fund producing a common revenue to be distributed in proportion to the school enumeration of the various corporations. Serious complaints were made against this law for the reason that the fund arising from the sale of the sixteenth section varied greatly in amount in different townships. The contention was made that the Legislature had no right to divert these funds from the inhabitants of the townships where they belong. Test cases were brought and among them the case of The State vs. Jefferson Township Franklin, County.

In this case the Supreme Court handed down the following opinion:

"The sixteenth section in the several congressional townships in the State, was granted by Congress to the inhabitants of such townships respectively for the use of the schools therein and not elsewhere; and the grant was accepted by the State on the terms on which it was made.

"By the sale of the sixteenth section in the several congressional townships of the State, under the act of Congress of 1828, the proceeds became trust funds, to be applied to the use of schools in such townships, respectively, and not elsewhere. * * * A repeal by the Legislature of the act creating congressional townships could not affect the validity of the grant by Congress of the sixteenth section in those townships to the inhabitants for the use of the schools therein, nor give the State any better right than it otherwise would have to divert the funds derived from the sale of such sections. The grant in question was a contract executed, and incapable of revocation by the Legislature. * * * The school law, so far as it diverts the proceeds of the sale of section sixteen in the several congressional townships from the use of the schools in such townships, respectively, to the use of the school system of the State at large, is in contravention of Section 7 of Article VII of the Constitution."

In order to secure an equal distribution of the funds, the law now requires county auditors, after having distributed the congressional fund to the various civil school corporations composing the respective congressional townships, to so distribute the common school fund as to bring about an equalization. This practically places the distribution upon a per capita basis and substantially carries out the purpose of the 1852 school law. This necessity for the county auditor to keep a separate account of the funds belonging to the various congressional townships and parts of congressional townships composing his county as well as with the various school corporations included in the same territory entails a complicated system of book-keeping, much confusion of accounts and loss. For these reasons I recommended that our Legislature adopt a resolution requesting that our Senators and Representatives endeavor to secure legislation giving the grants to the State as a whole rather than to the inhabitants of the various congressional townships. In Indiana and Illinois only, of the States of the northwest, is the fund under local control. In Ohio, Michigan and Wisconsin the proceeds form a constituent part of the State common school fund.

Surplus Revenue Fund.

In 1836 Congress passed an act to regulate the deposits of public money. There being more revenue on hand than was needed for the current expense of the general government, Section 13 of that act contained the following provision:

"That the money which shall be in the Treasury of the United States on the first day of January, 1837, after reserving the sum of five million dollars, shall be deposited with such of the several States, in proportion to their representation in the Senate and House of Representatives of the United States, as shall by law authorize their treasurers, or other competent authorities to receive the same on the terms hereinafter specified."

The terms of the act were such that States receiving these funds must give receipts for the same, and hold themselves obligated to pay back all or any part of the sum when demanded by the Secretary of the Treasury. Indiana received $860,254. By act of the Legislature, $573,502.96 of this surplus revenue fund was made a part of the common school fund of the State.

The Saline Fund.

In 1816 Congress passed the following act concerning Indiana:

"All salt springs within the said territory, and all lands reserved for the use of the same, together with such other lands as may, by the President of the United States, be deemed necessary for the proper working of said salt springs, not exceeding in the whole, the quantity contained in thirty-six entire sections, shall be granted to said State (Indiana), for the use of the people; the same to be used under such terms, conditions, and regulations as the Legislature of said State shall direct."

In 1834 the General Assembly passed an act directing that all moneys derived from the rent or sale of these lands should be loaned and the interest accruing thereon should be "Set apart to the use of the common schools." From this source the common school fund has received $48,943.13.

Bank Tax Fund.

Section 15 of the State Bank Charter contained the following provision:

"There shall be deducted from the dividends, and retained in bank each year, the sum of twelve and a half cents on each share

of stock, other than that held by the State; which shall constitute a part of the permanent fund to be devoted to the purpose of common school education."

Funds from this source amounting to $56,160.13 became an inseparable part of the common school fund.

Sinking Fund.

This fund originated in a provision of the State Bank Charter approved January 28, 1834. Sections 113 and 114 provide for the creation of a fund to be known as the Sinking Fund. This fund was set apart to liquidate loans negotiated by the State for payment of its stock in the State Bank and for no other purpose until said loans with interest were fully paid. The residue was made a permanent fund and appropriated to the cause of common school education. The common school fund received from this source the sum of $5,776,139.81.

County Seminary Funds.

An act providing for the establishment of county seminaries became a law in 1818. A number of such seminaries were established, but for various reasons the law proved to be unsatisfactiry in its operation, and in 1849 was repealed. The act repealing the county seminary law provided for the sale of county seminaries and property belonging thereto, the money derived from these sales to be placed to the credit of the common school fund.

Delinquent Tax Fund.

From 1831 till 1843 a law was in force providing that upon lands whose taxes were delinquent for three years, a fifty per cent. penalty should be charged, the money so derived to be loaned in the same manner as the moneys arising from the sale of school sections. The interest on these loans was to be used for the common schools. It is estimated that the sum derived from this source amounted to from $50,000 to $75,000, which seems to have been applied directly to the support of the schools, as no record appears of any additions to the permanent fund.

The Swamp Land Fund.

In 1850 Congress ceded to various States, including Indiana, swamp lands and other lands such as were from local causes unfit for settlement and cultivation. The act required a survey and

description of the lands and provided for the issuance of patents therefor to be vested in the States subject to the disposal of the respective Legislatures. The grant provided that "the proceeds from said lands, whether from sale or by direct appropriation in kind, shall be applied exclusively, as far as necessary, to the purpose of reclaiming said lands." The Indiana grant contained 1,257,588 acres.

The new State Constitution provided that "the proceeds of the sale of swamp lands granted to the State of Indiana by act of Congress on the twenty-eighth of September, 1850, should be credited to the common school fund after deducting the expense of draining the same." It seems that the proceeds have been so largely absorbed in the effort to drain these lands that the common school fund has benefited very little from this source.

Contingent Funds.

Under the general term of contingent funds are grouped a number of sources of common school revenue, among which might be mentioned the following: Escheated estates, sale of estrays, certain taxes upon corporations, fines for breaches of the penal laws, proceeds of sales of Michigan road lands.

TOWN AND TOWNSHIP DEFICIENCY FUND.

The Legislature in 1905 (Acts 1905, page 34), fixed the State tuition levy at thirteen cents and six mills on each one hundred dollars of taxable property, and in addition thereto, a poll of fifty cents upon each legal voter in the State. This law provides that five and two-tenths per cent. of this amount should constitute a fund to aid towns and townships in maintaining the minimum legal term of school, when their own revenues were insufficient to meet the expenses. The Legislature of 1907 (Acts 1907, page 449) amended the law of 1905 so that all school corporations levying a tuition tax of twenty-five cents on the one hundred dollars should receive aid sufficient to maintain a six months' term of school, and all corporations levying a tuition tax of forty cents on the one hundred dollars should receive aid sufficient to enable them to maintain a seven months' term of school. The amended law of 1907 came into operation for the school year of 1908-09.

Detailed reports of the distribution of this fund for 1914-15 and of that for 1915-16 are given herewith.

DETAILED REPORT DEFICIENCY FUND, 1914-1915.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.
BARTHOLOMEW COUNTY:				
Harrison	R. C. Hart	$356.56	$282.60	
Union	Frank McMurray	280.58	219.10	
				$501.70
BROWN COUNTY:				
Hamblen	Porter Groves	2,175.14	2,011.78	
Jackson	Wm. F. Arnold	3,254.37	3,016.57	
Johnson	Fred Thickstun	683.30	597.98	
Van Buren	Albert Hedrick	3,024.19	2,804.43	
Washington	F. L. Tilton	2,234.42	2,045.26	
Nashville, Town	James L. Tilton	2,826.99	2,712.79	
				13,188.81
CLARK COUNTY:				
Washington	Chas. Bottorff	280.56	131.52	
Wood	Bodine Stalker	171.96	26.08	
				157.60
CLAY COUNTY:				
Center Point, Town	Harvey Holland	798.91	736.95	
				736.95
CRAWFORD COUNTY:				
Boone	E. E. Parr	209.43	180.23	
Jennings	Fred Bischoff	1,481.62	1,357.26	
Johnson	M. G. Real	763.59	669.35	
Liberty	John H. Brown	286.13	229.81	
Ohio	G. M. Byrd	866.74	782.66	
Patoka	Geo. C. Smith	1,006.05	863.49	
Sterling	Noble Denbo	170.84	58.04	
Union	K. G. Senn	1,670.87	1,541.67	
Whiskey Run	J. W. Ferguson	622.46	530.26	
Alton, Town	W. N. Holleroft	1,116.47	1,072.39	
English, Town	J. A. Goodwin	2,464.81	2,342.45	
Leavenworth, Town	Wm. H. Craig	2,610.84	2,493.92	
Marengo, Town	Wm. J. Hawkins	1,373.84	1,279.56	
Milltown, Town	A. W. Funk	1,688.92	1,571.76	
				14,972.85
DEARBORN COUNTY:				
Kelso	J. A. Andres	391.18	312.78	
Logan	J. W. Gaynor	251.75	187.51	
				500.29
DUBOIS COUNTY:				
Columbia	Wm. Weaver	1,469.72	1,295.80	
Hall	P. L. Coble	534.82	419.94	
Jefferson	Ott Leonard	797.78	662.30	
Birdseye, Town	P. J. Hollowell	749.66	677.14	
				3,055.18
GIBSON COUNTY:				
Barton	F. W. Schwerdtfeger	1,235.77	1,011.65	
Washington	R. O. Fithian	419.83	245.55	
				1,257.20
GREENE COUNTY:				
Beech Creek	J. R. Sullivan	424.56	306.44	
Center	U. R. Price	1,044.59	917.59	
Jackson	W. H. Radcliff	2,551.89	2,359.65	
				3,583.68
HARRISON COUNTY:				
Blue River	F. L. Crayden	2,595.45	2,428.17	
Boone	Emery Brown	2,988.79	2,757.35	
Harrison	W. H. Denbo	3,080.57	2,785.41	
Heth	L. R. Sherman	1,907.43	1,751.99	
Jackson	Thos. J. Wright	1,708.66	1,519.46	
Morgan	Oswell Martin	1,276.61	1,124.97	
Posey	Fred Bierly, Jr.	1,981.42	1,813.18	
Scott	C. D. Mauck	1,100.61	1,005.89	
Spencer	J. V. G. London	415.10	304.82	
Taylor	Wm. H. Stewart	710.37	620.05	
Washington	Willis H. Enlow	2,116.63	1,987.27	
Webster	John R. Kirkham	855.13	728.45	
Elizabeth, Town	Geo. W. Hoke	531.25	500.69	
Mauckport, Town	John H. Watson	653.57	616.77	
				19,944.47

DETAILED REPORT DEFICIENCY FUND, 1914-1915—Continued.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.
JACKSON COUNTY:				
Owen	Horace Payne	$1,421.90	$1,230.06	
Salt Creek	Buell Brown	3,497.82	3,257.30	
Crothersville, Town	Silas E. Benham	898.05	762.57	
				$5,249.93
JEFFERSON COUNTY:				
Hanover	Henry M. Lee	376.31	272.79	
Milton	W. W. Lane	293.00	175.84	
Republican	Wm. Kleopfer	771.37	668.45	
Saluda	Robt. A. J. McKeand	1,376.05	1,222.49	
Shelby	Lucius T. Lee	912.23	769.51	
Smyrna	James W. Banta	182.57	116.93	
Monroe	W. L. Denny	346.76	234.30	
				3,460.31
JENNINGS COUNTY				
Bigger	O. M. Anderson	478.19	395.51	
Campbell	T. O. Clarkson	1,050.31	903.55	
Columbia	L. E. Baker	815.50	710.74	
Geneva	John Shinolt	905.58	726.34	
Lovett	J. R. Ferguson	284.08	201.64	
Sand Creek	J. N. Kane	937.36	828.08	
				3,765.86
LAWRENCE COUNTY:				
Indian Creek	John R. Smith	1,840.86	1,587.74	
Spice Valley	L. S. Chase	526.34	328.22	
				1,915.96
MARTIN COUNTY:				
Baker	Henry Roberts	728.58	637.74	
Brown	Silas A. Crane	1,566.44	1,433.00	
Center	Wm. Dustin	681.76	562.80	
Halbert	Frank M. Baker	715.08	578.32	
Lost River	Chas. H. Sherfick	1,042.43	907.71	
Mitcheltree	Arthur Lewis	1,466.51	1,313.11	
McCameron	Elza Inman	1,479.47	1,329.63	
Perry	John O. Gates	98.41	15.49	
Rutherford	John Prensz	1,202.81	1,093.05	
				7,870.85
MIAMI COUNTY:				
Union	D. Elbert Brown	446.32	329.60	
				329.60
MONROE COUNTY:				
Bean Blossom	Dill Hughes	1,886.35	1,687.51	
Benton	John D. Robertson	936.61	836.17	
Indian Creek	W. B. Graves	781.84	688.44	
Marion	Isaac W. McClung	674.66	626.38	
Polk	Wm. Hedrick	531.65	439.73	
Salt Creek	J. A. Hale	468.07	385.95	
Washington	A. C. Denney	1,195.74	1,099.46	
				5,763.64
OHIO COUNTY:				
Cass	Isaac H. Pate	204.18	156.30	
				156.30
ORANGE COUNTY:				
Greenfield	Henry L. Apple	770.32	669.44	
Jackson	Thos. W. Kellams	1,523.74	1,373.10	
North West	Walter A. Southern	883.93	791.85	
Orangeville	Alonzo Wilson	1,042.83	961.07	
Paoli	Lawrence Ellis	247.21	101.93	
South East	George Holaday	2,407.20	2,247.04	
Paoli, Town	Edward L. Throop	644.93	482.37	
				6,626.80
OWEN COUNTY:				
Clay	John M. Gross	1,372.08	1,260.04	
Franklin	R. B. Franklin	226.37	68.49	
Jackson	James B. King	191.21	139.93	
Jefferson	Geo. Williams	1,194.23	1,001.43	
Jennings	W. A. Corns	574.54	524.14	
Lafayette	M. H. Phillips	66.11	14.59	
Montgomery	Hugh T. Clark	66.12	19.56	
Morgan	C. A. Lucas	143.67	76.87	
Taylor	George G. Knoy	1,316.08	1,202.72	
				4,307.77

DETAILED REPORT DEFICIENCY FUND, 1914-1915—Continued.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.
PERRY COUNTY:				
Anderson	A. H. Lutgring	$3,025.28	$2,811.20	
Clark	Henry Witte	4,081.56	3,789.80	
Leopold	Jos. A. Rogier	1,827.22	1,722.30	
Oil	Thos. A. Lasher	2,105.41	1,915.61	
Tobin	S. W. Cummings	4,296.32	4,029.56	
Union	Henry Black	2,234.39	2,050.91	
				$16,319.38
PIKE COUNTY:				
Clay	Wm. H. Bullard	358.97	248.45	
Jefferson	Wm. F. Eubanks	927.41	683.89	
Lockhart	Hugo L. Hartke	1,496.76	1,294.56	
Marion	W. F. Risley	1,310.29	1,157.85	
Monroe	W. B. Spradley	939.07	757.91	
				4,142.66
PUTNAM COUNTY:				
Jefferson	Elmer Blue	396.00	275.84	
				275.84
SCOTT COUNTY:				
Findley	T. O. Murphy	752.27	658.63	
				658.63
SPENCER COUNTY:				
Carter	A. J. Rhodes	349.17	182.81	
Grass	John M. Sampson	392.18	221.26	
Hammond	Geo. E. Henderson	662.85	503.29	
Jackson	Anthony Bender, Jr.	1,687.29	1,560.33	
Dale, Town	Edwin Wedeking	916.96	821.92	
Chrisney, Town	J. F. Bergman	475.45	380.93	
Grandview, Town	S. W. Stuteville	795.78	679.46	
				4,350.00
SWITZERLAND COUNTY:				
Cotton	Eugene Stoops	947.10	830.50	
Craig	Emory Brown	1,430.17	1,283.53	
Jefferson	D. G. Manning	1,532.35	1,381.67	
Pleasant	W. Scott Welch	1,214.60	1,072.72	
Posey	Wm. H. Brown	650.45	531.53	
York	Ben. F. Bennett, Jr.	1,961.14	1,817.66	
Moorefield, Town	F. W. Schmunk	757.60	708.04	
Patriot, Town	Chas. Bodey	1,192.86	1,118.30	
				8,743.95
WARRICK COUNTY:				
Hart	J. D. Hart	1,191.76	1,001.80	
Lane	T. N. Stephens	1,194.96	1,106.20	
Owen	Geo. B. Foster	1,634.62	1,513.74	
Pigeon	L. W. Robinson	2,389.54	2,197.82	
Skelton	L. B. Barker	2,872.17	2,605.53	
				8,425.09
WASHINGTON COUNTY:				
Franklin	Wm. O. Huston	369.52	256.40	
Gibson	W. L. Wilson	1,218.78	1,089.38	
Howard	Frank H. Beck	944.63	825.83	
Jackson	A. H. Miller	319.79	237.79	
Madison	C. E. Patton	316.00	261.96	
Monroe	Chas. Winslow	158.06	74.82	
Polk	Clyde F. Schleicher	238.64	135.52	
Posey	Frank M. Crane	217.60	147.32	
Campbellsburg, Town	Ed. Hughes	615.13	523.97	
Hardinsburg, Town	Wm. A. Hulgan	280.13	239.21	
Livonia, Town	Jas. E. Coulter	230.95	208.27	
Little York, Town	Wm. B. Bridgewater	609.83	573.95	
				4,574.42

DETAILED REPORT DEFICIENCY FUND, 1915-1916.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.-
BARTHOLOMEW COUNTY:				
Harrison	R. C. Hart	$206.34	$154.89	
Union	Frank McMurray	566.06	515.75	
				$670.64
BROWN COUNTY:				
Hamblen	Porter Groves	2,116.67	1,990.76	
Jackson	Wm. F. Arnold	3,344.33	3,161.81	
Johnson	Fred Thickstun	562.89	498.21	
Van Buren	Albert Hedrick	3,201.56	3,032.60	
Washington	F. L. Tilton	1,396.11	1,271.61	
Nashville, Town	James L. Tilton	2,562.13	2,478.34	
				12,433.33
CLARK COUNTY:				
Bethlehem	Allen Hutsell	194.27	138.83	
Washington	C. C. Bottorff	293.88	191.85	
				330.68
CLAY COUNTY:				
Center Point, Town	C. W. Maee	906.94	857.26	
				857.26
CRAWFORD COUNTY:				
Boone	E. E. Parr	424.86	397.89	
Jennings	F. Bischoff	1,092.41	1,004.45	
Johnson	M. G. Real	253.49	191.21	
Liberty	J. H. Brown	422.92	377.26	
Ohio	G. M. Byrd	1,000.16	932.48	
Patoka	G. C. Smith	444.10	347.77	
Sterling	Noble Denbo	1,049.80	948.37	
Union	K. A. Senn	960.54	872.55	
Whiskey Run	J. W. Ferguson	622.38	551.91	
Alton, Town	W. N. Hollcroft	1,136.28	1,103.19	
English, Town	J. A. Goodwin	2,713.92	2,615.01	
Leavenworth, Town	W. H. Craig	2,696.93	2,604.56	
Marengo, Town	W. J. Hawkins	2,163.98	2,079.77	
Milltown, Town	A. W. Funk	1,791.47	1,693.91	
				15,720.33
DAVIESS COUNTY:				
Bogard	R. M. Williams	709.47	574.98	
				574.98
DEARBORN COUNTY:				
Kelso	J. A. Andres	322.53	263.28	
Logan	J. W. Gaynor	248.58	203.91	
				467.19
DUBOIS COUNTY:				
Columbia	Wm. Weaver	1,677.93	1,541.94	
Jefferson	O. E. Leonard	303.72	215.64	
Hall	P. L. Coble	906.74	813.05	
Birdseye, Town	P. J. Hollowell	1,132.25	1,069.55	
				3,640.18
FLOYD COUNTY:				
Georgetown, Town	Jos. R. Clipp	884.99	844.16	
				844.16
GIBSON COUNTY:				
Barton	F. W. Schwerdtfeger	1,599.80	1,429.40	
Washington	R. O. Fithian	914.78	770.78	
				2,200.18
GREENE COUNTY:				
Beech Creek	J. R. Sullivan	855.86	755.15	
Center	Ulyssess R. Price	1,155.26	1,059.08	
Jackson	W. H. Radcliff	1,574.83	1,445.17	
Taylor	W. E. Dobbs	368.68	251.14	
				3,510.54
HARRISON COUNTY:				
Blue River	F. L. Crayden	2,695.77	2,567.07	
Boone	Emery Brown	2,922.95	2,749.67	
Harrison	W. H. Denbo	2,179.00	1,978.90	
Heth	L. F. Sherman	2,019.14	1,897.97	
Jackson	T. J. Wright	1,942.96	1,801.30	
Morgan	Oswell Martin	1,464.06	1,339.53	
Posey	Fred Bierly, Jr	1,991.06	1,865.06	
Scott	C. D. Mauck	1,225.66	1,152.64	
Spencer	J. V. G. London	599.79	513.75	

DETAILED REPORT DEFICIENCY FUND, 1915-1916—Continued.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.
HARRISON COUNTY—Continued.				
Taylor	Wm. H. Stewart	$555.19	$487.45	
Washington	Willis E. Enlow	915.93	821.55	
Webster	John R. Kirkham	1,190.18	1,086.56	
Elizabeth, Town	Geo. W. Hoke	451.32	430.77	
Mauckport, Town	Geo. R. Sherman	805.72	775.72	
				$19,467.94
JACKSON COUNTY:				
Owen	Horace Payne	935.10	796.26	
Salt Creek	Buell Brown	2,947.07	2,763.71	
Crothersville Town.	Ira T. Hull	1,290.44	1,180.19	
				4,740.16
JEFFERSON COUNTY:				
Hanover	H. M. Lee	182.31	111.93	
Milton	W. W. Lane	218.07	134.76	
Monroe	W. L. Denny	343.91	264.62	
Republican	Wm. Kleopfer	405.71	334.04	
Saluda	R. A. J. McKeand	1,426.46	1,313.63	
Shelby	Lucius T. Lee	936.14	826.43	
Smyrna	James W. Banta	129.81	82.44	
				3,067.85
JENNINGS COUNTY:				
Bigger	O. M. Anderson	583.71	517.56	
Campbell	T. O. Clarkson	1,377.84	1,263.66	
Columbia	Lin E. Baker	818.05	737.29	
Geneva	John Shinolt	362.32	229.00	
Lovett	J. R. Ferguson	167.26	104.80	
Montgomery	B. H. Dixon	504.95	435.38	
Sand Creek	John N. Kane	865.26	783.96	
				4,071.65
LAWRENCE COUNTY:				
Indian Creek	John R. Smith	1,027.36	899.86	
Perry	H. Rainbolt	89.11	25.57	
Spice Valley	Laurin S. Chase	1,535.51	1,302.83	
				2,228.26
MARTIN COUNTY:				
Baker	Henry Roberts	358.74	299.76	
Brown	Silas Crane	1,134.37	1,049.77	
Halbert	F. M. Baker	1,045.87	938.02	
Lost River	C. H. Sherfick	637.16	541.10	
Mitcheltree	Arthur Lewis	1,400.45	1,280.00	
McCameron	Eliza Inman	1,149.45	1,046.67	
Rutherford	John Preusz	1,594.39	1,503.76	
				6,659.08
MONROE COUNTY:				
Bean Blossom	Dill Hughes	1,929.95	1,781.30	
Benton	J. D. Robertson	648.26	578.30	
Clear Creek	G. W. Hensley	1,162.48	1,018.12	
Indian Creek	W. B. Graves	684.69	617.61	
Marion	Isaac W. McClung	771.70	733.03	
Polk	Wm. Hedrick	155.52	90.15	
Richland	D. F. Burk	200.63	67.52	
Salt Creek	J. A. Hale	158.94	100.23	
Washington	A. C. Denney	1,354.11	1,278.84	
				6,265.10
MORGAN COUNTY:				
Ashland	John F. Oliver	107.73	24.00	
				24.00
OHIO COUNTY:				
Cass	Isaac H. Pate	177.44	141.98	
				141.98
ORANGE COUNTY:				
Greenfield	Henry L. Apple	949.42	869.65	
Jackson	Thos. W. Kellams	1,188.66	1,083.00	
Northwest	W. A. Southern	1,183.88	1,107.59	
Orangeville	Alonza Wilson	910.52	851.69	
Paoli	Lawrence Ellis	342.84	226.92	
South East	George Holaday	1,935.99	1,820.37	
Stampers Creek	Chas. P. Clements	162.41	105.77	
Paoli, Town	Edward L. Throop	291.03	173.31	
				6,238.30

DETAILED REPORT DEFICIENCY FUND, 1915-1916—Continued.

TOWNSHIP OR TOWN.	Trustee or Treasurer School Board.	Amount that Should Have Been Requested.	Amount Paid by State.	Amount Each County Received.
OWEN COUNTY:				
Clay	John M. Gross	$1,174.89	$1,094.19	
Jackson	James B. King	56.14	19.54	
Jefferson	Geo. Williams	1,292.77	1,143.49	
Jennings	W. A. Corns	687.62	644.48	
Marion	H. A. Fulk	262.69	155.74	
Montgomery	Hugh T. Clark	141.13	105.76	
Morgan	C. A. Lucas	276.31	223.84	
Taylor	Geo. G. Knoy	1,088.01	1,008.03	
				$4,395.07
PERRY COUNTY:				
Anderson	A. H. Lutgring	3,222.91	3,066.79	
Clark	Henry Witte	4,093.37	3,878.39	
Leopold	Jos. A. Rogier	1,836.92	1,754.93	
Oil	T. A. Lasher	1,645.50	1,509.00	
Tobin	S. W. Cummings	4,030.82	3,828.56	
Union	Henry Black	2,175.52	2,041.69	
				16,079.36
PIKE COUNTY:				
Clay	W. H. Ballard	717.49	629.35	
Lockhart	H. L. Hartke	1,597.34	1,443.26	
Marion	W. F. Risley	278.31	189.90	
Monroe	W. B. Spradley	1,067.85	930.90	
				3,193.41
SCOTT COUNTY:				
Finley	T. O. Murphy	250.43	193.70	
				193.70
SPENCER COUNTY:				
Hammond	Geo. E. Henderson	433.30	317.53	
Jackson	Anthony Bender	1,504.32	1,412.76	
Chrisney, Town	J. F. Bergman	561.21	484.98	
Dale, Town	Edwin Wedeking	1,187.13	1,102.95	
Grandview, Town	S. W. Stuteville	1,232.87	1,139.42	
				4,457.64
SWITZERLAND COUNTY:				
Cotton	Eugene Stoops	698.16	614.19	
Craig	Emory Brown	1,820.58	1,703.28	
Jefferson	D. G. Manning	1,199.70	1,089.36	
Pleasant	W. Scott Welch	1,467.07	1,353.79	
York	B. F. Bennett	1,587.64	1,480.63	
Moorefield, Town	F. W. Schmunk	963.69	922.65	
Patriot, Town	Chas. Bodey	1,292.02	1,236.37	
				8,400.27
VERMILLION COUNTY:				
Newport, Town	Jesse C. Fultz	155.52	74.40	
				74.40
WARRICK COUNTY:				
Hart	I. D. Hart	1,003.40	855.14	
Lane	T. N. Stephens	790.28	733.55	
Owen	Geo. B. Foster	2,602.79	2,486.42	
Pigeon	L. W. Robinson	2,711.27	2,557.76	
Skelton	L. B. Barker	2,483.48	2,284.28	
				8,917.15
WASHINGTON COUNTY:				
Brown	A. L. Freed	146.08	93.10	
Franklin	W. O. Huston	968.53	869.92	
Gibson	W. L. Wilson	1,115.37	1,021.77	
Howard	F. H. Beck	1,326.94	1,232.86	
Jackson	Aug. H. Miller	255.85	198.58	
Madison	C. E. Patton	475.89	432.36	
Monroe	Chas. Winslow	555.55	484.57	
Polk	C. F. Schleicher	124.53	47.28	
Posey	F. M. Crane	236.03	183.65	
Campbellsburg, Town	Ed. Hughes	535.36	466.72	
Hardingsburg, Town	Wm. A. Hulgan	365.65	331.75	
Little York, Town	W. B. Bridgewater	739.85	704.51	
				6,067.07

APPORTIONMENT FOR JANUARY, 1915.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $1.98.
1	Adams	6,930	$11,505 81	$2,090 63	.....	$13,596 44	$13,721 40
2	Allen	27,992	44,989 07	8,995 16	.....	53,984 23	55,424 16
3	Bartholomew	6,799	14,034 04	3,781 58	.....	17,815 62	13,462 02
4	Benton	3,393	13,191 34	1,615 88	.....	14,807 22	6,718 14
5	Blackford	4,502	6,939 07	1,655 34	.....	8,594 41	8,913 96
6	Boone	6,306	16,962 37	2,820 02	.....	19,782 39	12,485 88
7	Brown	2,478	1,537 80	1,119 12	.....	2,656 92	4,906 44
8	Carroll	4,607	9,717 33	2,065 21	.....	11,782 54	9,121 86
9	Cass	9,210	17,793 57	3,543 36	.....	21,336 93	18,235 80
10	Clark	9,887	9,452 43	3,249 79	.....	12,702 22	19,576 26
11	Clay	9,317	10,341 93	2,079 94	.....	12,421 87	18,447 66
12	Clinton	7,379	17,540 20	3,491 27	.....	21,031 47	14,610 42
13	Crawford	3,647	2,004 56	1,458 18	.....	3,462 74	7,221 06
14	Daviess	8,431	9,889 70	10,183 36	.....	20,073 06	16,693 38
15	Dearborn	5,626	6,476 96	2,996 00	.....	9,472 96	11,139 48
16	Decatur	5,126	11,143 35	1,490 46	.....	12,633 81	10,149 48
17	Dekalb	6,672	12,300 99	2,076 46	.....	14,377 45	13,210 56
18	Delaware	15,431	21,933 20	4,476 89	.....	26,410 09	30,553 38
19	Dubois	6,569	5,872 35	3,024 86	.....	8,897 21	13,006 62
20	Elkhart	12,909	19,442 51	4,473 56	.....	23,916 07	25,559 82
21	Fayette	3,730	8,325 66	1,303 52	.....	9,629 18	7,385 40
22	Floyd	9,413	7,467 30	4,427 10	.....	11,894 40	18,637 74
23	Fountain	5,236	10,280 66	2,795 26	.....	13,075 92	10,367 28
24	Franklin	4,063	6,062 75	2,896 50	.....	8,959 25	8,044 74
25	Fulton	4,829	8,839 96	1,693 73	.....	10,533 69	9,561 42
26	Gibson	8,760	13,113 30	3,267 59	.....	16,380 89	17,344 80
27	Grant	14,845	21,509 45	5,767 52	.....	27,276 97	29,393 10
28	Greene	11,833	10,385 76	3,820 78	.....	14,206 54	23,429 34

APPORTIONMENT FOR JANUARY, 1915.—Continued.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amout Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $1.98.
29	Hamilton	6,856	$14,275 52	$620 85	.....	$14,896 37	$13,574 88
30	Hancock	4,671	12,777 47	3,091 91	.....	15,869 38	9,248 58
31	Harrison	6,005	4,829 42	3,184 22	.....	8,013 64	11,889 90
32	Hendricks	5,309	13,748 99	3,701 31	.....	17,450 30	10,511 82
33	Henry	7,173	17,279 82	3,513 29	.....	20,793 11	14,202 54
34	Howard	9,297	15,808 66	2,875 85	.....	18,684 51	18,408 06
35	Huntington	8,164	15,153 69	2,919 19	.....	18,072 88	16,164 72
36	Jackson	7,254	10,186 65	2,912 85	.....	13,099 50	14,362 92
37	Jasper	4,223	8,383 66	1,566 83	.....	9,950 49	8,361 54
38	Jay	6,939	11,942 86	2,500 43	.....	14,443 29	13,739 22
39	Jefferson	5,598	6,418 62	4,070 87	.....	10,489 49	11,084 04
40	Jennings	4,028	4,441 65	1,868 62	.....	6,310 27	7,975 44
41	Johnson	5,211	12,629 44	2,878 50	.....	15,507 94	10,317 78
42	Knox	12,638	17,932 58	8,611 90	.....	26,544 48	25,023 24
43	Kosciusko	7,591	15,860 40	3,877 15	.....	19,737 55	15,030 18
44	Lagrange	4,032	8,800 58	1,819 57	.....	10,620 15	7,983 36
45	Lake	29,018	39,021 61	3,008 86	.....	42,030 47	57,455 64
46	Laporte	14,597	23,263 30	4,531 54	.....	27,794 84	28,902 06
47	Lawrence	9,596	9,785 09	2,650 27	.....	12,435 36	19,000 08
48	Madison	19,193	24,731 11	3,961 41	.....	28,692 52	38,002 14
49	Marion	65,112	174,577 35	10,513 79	$115 32	185,206 46	128,921 76
50	Marshall	7,033	12,970 84	2,635 26	.....	15,606 10	13,925 34
51	Martin	4,068	3,050 73	4,408 58	.....	7,459 31	8,054 64
52	Miami	7,443	12,235 73	3,576 08	.....	15,811 81	14,737 14
53	Monroe	7,460	7,056 02	2,316 68	.....	9,372 70	14,770 80
54	Montgomery	7,510	19,020 03	1,951 50	.....	20,971 53	14,869 80
55	Morgan	6,240	9,098 89	2,395 99	.....	11,494 88	12,355 20
56	Newton	3,042	8,799 32	1,106 86	.....	9,906 18	6,023 16

57	Noble	6,059	12,190 81	2,802 87	.....	14,993 68	11,996 82
58	Ohio	982	1,443 96	786 53	.....	2,230 49	1,944 36
59	Orange	4,996	4,471 59	2,087 57	.....	6,559 16	9,892 08
60	Owen	3,876	4,728 25	2,359 26	.....	7,087 51	7,674 48
61	Parke	5,902	10,319 98	3,188 62	.....	13,508 60	11,685 96
62	Perry	5,867	2,877 02	2,002 44	.....	4,879 46	11,616 66
63	Pike	5,830	4,858 42	2,608 53	.....	7,466 95	11,543 40
64	Porter	5,594	14,160 42	2,060 56	.....	16,220 98	11,076 12
65	Posey	5,958	10,101 08	4,915 01	.....	15,016 09	11,796 84
66	Pulaski	4,253	6,431 17	1,056 43	.....	7,487 60	8,420 94
67	Putnam	5,530	12,040 58	3,056 32	.....	15,096 90	10,949 40
68	Randolph	7,635	16,064 43	3,997 69	.....	20,062 12	15,117 30
69	Ripley	5,592	5,917 17	2,260 80	.....	8,177 97	11,072 16
70	Rush	4,693	13,981 63	2,820 35	.....	16,801 98	9,292 14
71	Scott	2,498	2,632 35	1,539 33	.....	4,171 68	4,946 04
72	Shelby	7,221	16,314 76	1,438 23	.....	17,752 99	14,297 58
73	Spencer	5,562	5,434 87	2,683 01	.....	8,117 88	11,012 76
74	Starke	3,670	4,877 65	1,779 44	.....	6,657 09	7,266 60
75	St. Joseph	25,239	32,493 68	3,584 87	.....	36,078 55	49,973 22
76	Steuben	3,526	6,345 48	1,729 01	.....	8,074 49	6,981 48
77	Sullivan	9,977	13,838 83	5,062 19	50 50	18,951 52	19,754 46
78	Switzerland	2,437	2,323 26	1,490 21	.....	3,813 47	4,825 26
79	Tippecanoe	10,835	24,246 90	3,262 46	.....	27,509 36	21,453 30
80	Tipton	4,822	11,399 15	2,756 25	.....	14,155 40	9,547 56
81	Union	1,372	4,316 65	1,160 17	.....	5,476 82	2,716 56
82	Vanderburgh	24,859	33,634 71	5,816 91	.....	39,451 62	49,220 82
83	Vermillion	6,606	9,595 92	1,692 12	.....	11,288 04	13,079 88
84	Vigo	25.321	35,303 29	6,041 21	.....	41,344 50	50,135 58
85	Wabash	7,189	14,847 89	4,280 55	.....	19,128 44	14,234 22
86	Warren	2,735	8,784 38	1,511 63	.....	10,296 01	5,415 30
87	Warrick	6,654	6,062 48	2,825 38	.....	8,887 86	13,174 92
88	Washington	5,272	6,095 36	2,270 50	.....	8,365 86	10,438 56
89	Wayne	10,729	23,431 40	4,323 57	.....	27,754 97	21,243 42
90	Wells	6,027	12,355 01	4,812 17	.....	17,167 18	11,933 46
91	White	5,214	10,080 73	1,641 46	.....	11,722 19	10,323 72
92	Whitley	4,630	10,055 36	1,988 02	.....	12,043 38	9,167 40
	Total	766,383	$1,297,190 07	$285,420 90	$165 82	$1,582,776 79	$1,517,438 34

APPORTIONMENT FOR JUNE, 1915.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
1	Adams	6,991	$12,356 42	$2,100 84	.....	$14,457 26	$15,659 84
2	Allen	27,846	48,653 61	7,739 65	.....	56,393 26	62,375 04
3	Bartholomew	6,700	14,931 53	2,519 20	.....	17,450 73	15,008 00
4	Benton	3,355	15,723 49	1,626 89	.....	17,350 38	7,515 20
5	Blackford	4,529	7,662 47	2,000 00	.....	9,662 47	10,144 96
6	Boone	6,384	19,094 61	3,458 68	$112 85	22,666 14	14,300 16
7	Brown	2,580	1,852 51	1,110 84	.....	2,963 35	5,779 20
8	Carroll	4,511	11,563 59	2,000 00	.....	13,563 59	10,104 64
9	Cass	8,986	20,551 78	2,658 98	.....	23,210 76	20,128 64
10	Clark	10,090	11,254 75	3,228 52	.....	14,483 27	22,601 60
11	Clay	9,395	11,834 94	4,342 19	.....	16,177 13	21,044 80
12	Clinton	7,305	18,696 19	3,789 66	.....	22,485 85	16,363 20
13	Crawford	3,707	2,341 93	1,458 33	.....	3,800 26	8,303 68
14	Daviess	8,491	11,277 55	5,225 24	.....	16,502 79	19,019 84
15	Dearborn	5,708	8,405 54	3,019 61	.....	11,425 15	12,785 92
16	Decatur	5,098	12,811 30	3,000 00	.....	15,811 30	11,419 52
17	Dekalb	6,544	14,283 68	2,771 03	.....	17,054 71	14,658 56
18	Delaware	15,638	25,704 97	4,539 85	.....	30,244 82	35,029 12
19	Dubois	6,526	7,418 18	1,600 00	.....	9,018 18	14,618 24
20	Elkhart	12,887	25,918 24	4,509 75	.....	30,427 99	28,866 88
21	Fayette	3,685	9,722 26	1,310 56	.....	11,032 82	8,254 40
22	Floyd	9,490	9,776 41	4,427 10	.....	14,203 51	21,257 60
23	Fountain	5,201	11,335 76	2,788 49	.....	14,124 25	11,650 24
24	Franklin	4,205	7,630 07	3,653 78	.....	11,283 85	9,419 20
25	Fulton	4,871	10,567 96	1,715 78	.....	12,283 74	10,911 04
26	Gibson	8,827	13,896 78	3,292 87	205 91	17,395 56	19,772 48
27	Grant	14,409	23,441 46	5,200 00	.....	28,641 46	32,276 16
28	Greene	11,578	13,073 94	3,800 00	.....	16,873 94	25,934 72

29	Hamilton	6,950	15,863 07	5,215 87	24 70	21,103 64	15,568 00
30	Hancock	4,468	14,758 21	1,512 85	.....	16,271 06	10,008 32
31	Harrison	5,977	5,391 65	2,840 87	.....	8,232 52	13,388 48
32	Hendricks	5,388	14,474 71	3,714 00	.....	18,188 71	12,069 12
33	Henry	7,228	18,548 08	3,617 25	.....	22,165 33	16,190 72
34	Howard	9,340	17,880 80	2,935 86	.....	20,816 66	20,921 60
35	Huntington	8,047	17,106 91	2,882 03	.....	19,988 94	18,025 28
36	Jackson	7,517	12,369 02	2,900 00	.....	15,269 02	16,838 08
37	Jasper	4,327	10,008 49	1,465 00	.....	11,473 49	9,692 48
38	Jay	6,889	12,675 78	3,208 58	105 10	15,989 46	15,431 36
39	Jefferson	5,578	7,043 88	3,509 02	.....	10,552 90	12,494 72
40	Jennings	4,270	5,015 24	1,874 51	.....	6,889 75	9,564 80
41	Johnson	5,279	13,695 88	3,175 94	.....	16,871 82	11,824 96
42	Knox	13,101	20,178 14	5,443 87	255 55	25,877 56	29,346 24
43	Kosciusko	7,702	18,687 41	3,893 80	.....	22,581 21	17,252 48
44	Lagrange	4,022	8,958 94	1,815 00	.....	10,773 94	9,009 28
45	Lake	29,660	62,337 74	2,479 67	.....	64,817 41	66,438 40
46	Laporte	14,151	28,078 33	1,677 83	30 80	29,786 96	31,698 24
47	Lawrence	9,787	10,658 22	4,235 16	.....	14,893 38	21,922 88
48	Madison	18,900	29,626 97	4,022 90	.....	33,649 87	42,336 00
49	Marion	65,197	208,199 82	8,190 83	1,164 09	217,554 74	146,041 28
50	Marshall	7,041	14,740 61	2,643 82	.....	17,384 43	15,771 84
51	Martin	4,088	3,563 48	2,500 00	.....	6,063 48	9,157 12
52	Miami	7,434	13,200 41	3,576 08	.....	16,776 49	16,652 16
53	Monroe	7,379	8,724 98	2,505 63	.....	11,230 61	16,528 96
54	Montgomery	7,348	21,147 65	2,161 49	.....	23,309 14	16,459 52
55	Morgan	6,288	10,385 93	2,700 00	.....	13,085 93	14,085 12
56	Newton	3,128	10,594 24	1,068 58	.....	11,662 82	7,006 72
57	Noble	6,005	16,180 79	3,254 02	218 49	19,653 30	13,451 20
58	Ohio	968	1,575 22	426 10	.....	2,001 32	2,168 32
59	Orange	5,096	5,328 35	996 99	.....	6,325 34	11,415 04
60	Owen	3,848	5,228 85	2,000 00	.....	7,228 85	8,619 52
61	Parke	5,810	11,035 67	3,260 91	.....	14,296 58	13,014 40
62	Perry	5,632	3,749 14	2,023 72	.....	5,772 86	12,615 68
63	Pike	5,809	6,035 27	2,536 76	30 46	8,602 49	13,012 16
64	Porter	5,588	16,727 69	2,105 53	.....	18,833 22	12,517 12

APPORTIONMENT FOR JUNE, 1915—Continued.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
65	Posey	5,938	$12,119 55	$3,576 61	.....	$15,696 16	$13,301 12
66	Pulaski	4,223	7,215 34	1,054 31	.....	8,269 65	9,459 52
67	Putnam	5,512	12,701 34	3,059 29	.....	15,760 63	12,346 88
68	Randolph	7,711	17,833 36	4,007 59	.....	21,840 95	17,272 64
69	Ripley	5,622	7,128 98	2,504 01	.....	9,632 99	12,593 28
70	Rush	4,705	16,374 63	2,805 22	.....	19,179 85	10,539 20
71	Scott	2,626	2,859 37	554 59	.....	3,413 96	5,882 24
72	Shelby	7,207	18,363 82	4,734 61	.....	23,098 43	16,143 68
73	Spencer	5,618	6,546 03	2,521 78	.....	9,067 81	12,584 32
74	Starke	3,720	6,738 60	1,780 16	$9 20	8,527 96	8,332 80
75	St. Joseph	25,426	41,896 88	6,583 54	62 70	48,543 12	56,954 24
76	Steuben	3,609	7,205 30	1,714 89	.....	8,920 19	8,084 16
77	Sullivan	10,014	15,641 93	3,531 18	20 45	19,193 56	22,431 36
78	Switzerland	2,511	2,799 84	2,411 78	.....	5,211 62	5,624 64
79	Tippecanoe	10,779	26,861 00	6,722 40	80 15	33,663 55	24,144 96
80	Tipton	4,822	11,138 10	3,575 99	.....	14,714 09	10,801 28
81	Union	1,387	4,997 55	868 80	.....	5,866 35	3,106 88
82	Vanderburgh	25,332	38,824 76	5,816 91	.....	44,641 67	56,743 68
83	Vermillion	7,143	11,185 93	3,319 93	.....	14,505 86	16,000 32
84	Vigo	25,573	42,202 21	6,073 52	.....	48,275 73	57,283 52
85	Wabash	6,960	15,952 73	2,800 00	.....	18,752 73	15,590 40
86	Warren	2,746	10,369 30	1,525 00	.....	11,894 30	6,151 04
87	Warrick	6,885	7,189 16	2,500 00	.....	9,689 16	15,422 40
88	Washington	5,108	6,477 44	2,449 40	.....	8,926 84	11,441 92
89	Wayne	10,693	27,045 65	6,094 68	.....	33,140 33	23,952 32
90	Wells	6,039	13,140 57	800 00	.....	13,940 57	13,527 36
91	White	5,205	12,007 02	1,631 67	.....	13,638 69	11,659 20
92	Whitley	4,731	11,357 46	1,992 04	6 75	13,356 25	10,597 44
	Total	768,622	$1,515 731 34	$280.268 21	$2,327 20	$1,798,326 75	$1,721,713 28

APPORTIONMENT FOR JANUARY, 1916.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
1	Adams	6,991	$11,679 59	$2,100 83	.....	$13,780 42	$14,191 73
2	Allen	27,846	45,903 89	8,649 63	.....	54,553 52	56,527 38
3	Bartholomew	6,700	13,655 90	3,151 44	.....	16,807 34	13,601 00
4	Benton	3,355	13,549 15	1,626 89	.....	15,176 04	6,810 65
5	Blackford	4,529	7,070 04	1,686 31	.....	8,756 35	9,193 87
6	Boone	6,384	17,345 45	3,062 79	.....	20,408 24	12,959 52
7	Brown	2,580	1,601 68	1,118 07	.....	2,719 75	5,237 40
8	Carroll	4,511	9,918 61	2,089 20	.....	12,007 81	9,157 33
9	Cass	8,986	18,028 40	4,396 26	.....	22,424 66	18,241 58
10	Clark	10,090	9,606 00	3,258 33	$44 24	12,908 57	20,482 70
11	Clay	9,395	10,502 72	2,273 51	.....	12,776 23	19,071 85
12	Clinton	7,305	18,171 90	3,247 48	.....	21,419 38	14,829 15
13	Crawford	3,707	2,161 44	1,458 33	.....	3,619 77	7,525 21
14	Daviess	8,491	10,021 47	9,435 66	.....	19,457 13	17,236 73
15	Dearborn	5,708	6,411 28	3,019 61	.....	9,430 89	11,587 24
16	Decatur	5,098	11,636 03	1,892 08	.....	13,528 11	10,348 94
17	Dekalb	6,544	12,330 23	2,557 27	.....	14,887 50	13,284 32
18	Delaware	15,638	24,723 89	4,539 85	.....	29,263 74	31,745 14
19	Dubois	6,526	5,873 81	3,435 90	.....	9,309 71	13,247 78
20	Elkhart	12,887	20,669 10	4,509 74	.....	25,178 84	26,160 61
21	Fayette	3,685	8,453 03	1,310 56	.....	9,763 59	7,480 55
22	Floyd	9,490	7,922 16	1,712 35	.....	9,634 51	19,264 70
23	Fountain	5,201	10,646 49	2,792 66	.....	13,439 15	10,558 03
24	Franklin	4,205	6,331 98	1,184 08	.....	7,516 06	8,536 15
25	Fulton	4,871	10,415 06	1,715 78	.....	12,130 84	9,888 13
26	Gibson	8,827	13,068 43	3,292 87	.....	16,361 30	17,918 81
27	Grant	14,409	21,825 88	6,054 14	100 30	27,980 32	29,250 27
28	Greene	11,578	10,819 90	4,449 50	.....	15,269 40	23,503 34

APPORTIONMENT FOR JANUARY, 1916—Continued.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
29	Hamilton	6,950	$14,298 65	$654 39	.....	$14,953 04	$14,108 50
30	Hancock	4,468	12,988 53	3,317 80	.....	16,306 33	9,070 04
31	Harrison	5,977	4,914 25	3,983 56	.....	8,897 81	12,133 31
32	Hendricks	5,388	13,785 48	3,714 01	.....	17,499 49	10,937 64
33	Henry	7,228	17,634 39	3,727 29	.....	21,361 68	14,672 84
34	Howard	9,340	15,925 58	2,935 86	.....	18,861 44	18,960 20
35	Huntington	8,047	16,033 27	2,969 53	.....	19,002 80	16,335 41
36	Jackson	7,517	10,179 13	2,925 25	.....	13,104 38	15,259 51
37	Jasper	4,327	8,636 34	1,481 29	.....	10,117 63	8,783 81
38	Jay	6,889	11,887 55	2,481 41	.....	14,368 96	13,984 67
39	Jefferson	5,578	6,285 93	3,392 90	.....	9,678 83	11,323 34
40	Jennings	4,270	4,346 69	1,874 50	.....	6,221 19	8,668 10
41	Johnson	5,279	12,715 24	2,234 77	.....	14,950 01	10,716 37
42	Knox	13,101	18,304 31	5,412 55	.....	23,716 86	26,595 03
43	Kosciusko	7,702	16,275 68	3,893 80	.....	20,169 48	15,635 06
44	Lagrange	4,022	8,896 69	1,828 55	.....	10,725 24	8,164 66
45	Lake	29,660	42,758 60	3,748 02	.....	46,506 62	60,209 80
46	Laporte	14,151	23,964 15	4,968 93	.....	28,933 08	28,726 53
47	Lawrence	9,787	9,985 26	1,395 71	.....	11,380 97	19,867 61
48	Madison	18,900	27,618 75	4,022 90	.....	31,641 65	38,367 00
49	Marion	65,197	187,235 60	11,665 80	.....	198,901 40	132,349 91
50	Marshall	7,041	13,254 54	2,643 82	.....	15,898 36	14,293 23
51	Martin	4,088	3,061 81	4,732 62	.....	7,794 43	8,298 64
52	Miami	7,434	12,941 67	3,669 41	.....	16,611 08	15,091 02
53	Monroe	7,379	7,592 29	2,288 82	.....	9,881 11	14,979 37
54	Montgomery	7,348	19,246 89	1,682 93	.....	20,929 82	14,916 44
55	Morgan	6,288	9,289 31	2,730 05	.....	12,019 36	12,764 64
56	Newton	3,128	8,961 27	1,067 30	.....	10,028 57	6,349 84

57	Noble	6,005	12,257 38	2,231 39		14,488 77	12,190 15
58	Ohio	968	1,418 82	850 35		2,269 17	1,965 04
59	Orange	5,096	4,586 30	2,559 92		7,146 22	10,344 88
60	Owen	3,848	5,081 99	2,366 22		7,448 21	7,811 44
61	Parke	5,810	9,753 92	3,183 26		12,937 18	11,794 30
62	Perry	5,632	2,910 47	2,095 79		5,006 26	11,432 96
63	Pike	5,809	5,321 86	2,710 00		8,031 86	11,792 27
64	Porter	5,588	14,701 49	2,105 52		16,807 01	11,343 64
65	Posey	5,938	10,275 98	3,576 61		13,852 59	12,054 14
66	Pulaski	4,223	6,730 93	1,056 49		7,787 42	8,572 69
67	Putnam	5,512	12,076 45	3,090 43		15,166 88	11,189 36
68	Randolph	7,711	16,464 84	4,001 86		20,466 70	15,653 33
69	Ripley	5,622	6,171 76	2,339 38		8,511 14	11,412 66
70	Rush	4,705	14,104 28	2,817 87		16,922 15	9,551 15
71	Scott	2,626	2,636 31	1,824 82		4,461 13	5,330 78
72	Shelby	7,207	16,401 32	1,988 51		18,389 83	14,630 21
73	Spencer	5,618	5,416 09	2,555 89		7,971 98	11,404 54
74	Starke	3,720	5,677 69	1,792 17		7,469 86	7,551 60
75	St. Joseph	25,426	34,901 03	2,743 95		37,644 98	51,614 78
76	Steuben	3,609	6,314 17	1,744 53		8,058 70	7,326 27
77	Sullivan	10,014	14,286 04	2,847 48	1 55	17,135 07	20,328 42
78	Switzerland	2,511	2,588 75	810 24		3,398 99	5,097 33
79	Tippecanoe	10,779	23,986 48	2,861 27		26,847 75	21,881 37
80	Tipton	4,822	10,176 09	1,982 48		12,158 57	9,788 66
81	Union	1,387	4,349 29	701 17		5,050 46	2,815 61
82	Vanderburgh	25,332	34,705 82	6,247 13		40,952 95	51,423 96
83	Vermillion	7,143	9,896 52	1,817 49		11,714 01	14,500 29
84	Vigo	25,573	35,804 39	6,073 52		41,877 91	51,913 19
85	Wabash	6,960	15,221 43	5,902 99		21,124 42	14,128 80
86	Warren	2,746	8,732 97	1,523 36		10,256 33	5,574 38
87	Warrick	6,885	6,359 36	2,854 96		9,214 32	13,976 55
88	Washington	5,108	6,066 09	2,298 04		8,364 13	10,369 24
89	Wayne	10,693	23,809 12	4,749 31		28,558 43	21,706 79
90	Wells	6,039	12,464 62	4,589 57		17,054 19	12,259 17
91	White	5,205	10,369 63	1,642 43		12,012 06	10,566 15
92	Whitley	4,731	10,156 74	2,006 00		12,162 74	9,603 93
	Total	768,622	$1,341,537 78	$278,007 29	$146 09	$1,619,691 16	$1,560,302 66

APPORTIONMENT FOR JUNE, 1916.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
1	Adams	6,911	$13,207 43	$2,101 05	.....	$15,308 48	$15,964 41
2	Allen	27,982	51,609 35	10,356 57	.....	61,965 92	64,638 42
3	Bartholomew	6,767	17,114 52	3,069 54	.....	20,184 06	15,631 77
4	Benton	3,377	15,991 69	1,644 59	.....	17,636 28	7,800 87
5	Blackford	4,538	7,940 63	2,000 00	.....	9,940 63	10,482 78
6	Boone	6,443	19,594 94	4,134 83	.....	23,729 77	14,883 33
7	Brown	2,561	1,904 17	1,118 07	.....	3,022 24	5,915 91
8	Carroll	4,459	11,245 27	2,044 60	.....	13,289 87	10,300 29
9	Cass	9,020	20,856 09	6,298 92	.....	27,155 01	20,836 20
10	Clark	9,191	11,576 86	3,243 43	.....	14,820 29	21,231 21
11	Clay	9,561	11,744 26	4,692 76	.....	16,437 02	22,085 91
12	Clinton	7,226	19,456 37	3,534 95	.....	22,991 32	16,692 06
13	Crawford	3,690	2,268 83	1,471 64	.....	3,740 47	8,523 90
14	Daviess	8,517	12,166 17	5,164 31	.....	17,330 48	19,674 27
15	Dearborn	5,639	8,378 34	3,022 62	.....	11,400 96	13,026 09
16	Decatur	5,177	12,612 92	3,000 00	.....	15,612 92	11,958 87
17	Dekalb	6,744	15,266 80	3,152 97	.....	18,419 77	15,578 64
18	Delaware	15,893	28,170 75	4,707 62	.....	32,878 37	36,712 83
19	Dubois	6,520	7,680 91	2,000 00	.....	9,680 91	15,061 20
20	Elkhart	13,161	28,660 05	5,154 18	.....	33,814 23	30,401 91
21	Fayette	3,778	9,869 19	1,311 61	.....	11,180 80	8,727 18
22	Floyd	9,488	11,197 29	3,071 26	.....	14,268 55	21,917 28
23	Fountain	5,286	11,975 14	2,798 20	.....	14,773 34	12,210 66
24	Franklin	4,177	8,289 27	3,619 65	.....	11,908 92	9,648 87
25	Fulton	4,778	11,054 55	1,722 72	.....	12,777 27	11,037 18
26	Gibson	8,809	14,357 75	3,343 77	.....	17,701 52	20,348 79
27	Grant	14,466	22,883 83	5,590 21	.....	28,474 04	33,416 46
28	Greene	11,765	13,814 69	3,000 00	.....	16,814 69	27,177 15

29	Hamilton	6,862	15,983 91	2,935 13	.....	18,919 04	15,851 22
30	Hancock	4,460	15,817 92	1,595 95	.....	17,413 87	10,302 60
31	Harrison	5,927	5,521 56	2,764 28	.....	8,285 84	13,691 37
32	Hendricks	5,353	14,934 19	3,721 77	.....	18,655 96	12,365 43
33	Henry	7,941	18,760 30	5,005 57	.....	23,765 87	18,343 71
34	Howard	9,697	18,013 35	3,024 46	.....	21,037 81	22,400 07
35	Huntington	7,998	17,710 18	2,925 77	.....	20,635 95	18,475 38
36	Jackson	7,464	12,857 12	3,000 00	.....	15,857 12	17,241 84
37	Jasper	4,206	11,669 77	1,485 64	.....	13,155 41	9,715 86
38	Jay	6,907	13,437 87	3,617 55	.....	17,055 42	15,955 17
39	Jefferson	5,443	7,429 48	3,250 35	.....	10,679 83	12,573 33
40	Jennings	4,262	5,171 27	1,886 31	.....	7,057 58	9,845 22
41	Johnson	5,356	14,800 81	2,735 77	.....	17,536 58	12,372 36
42	Knox	13,642	20,741 07	5,443 87	$289 80	26,474 74	31,513 02
43	Kosciusko	7,630	19,562 62	3,938 77	.....	23,501 39	17,625 30
44	Lagrange	4,051	9,540 44	1,825 00	.....	11,365 44	9,357 81
45	Lake	31,948	71,546 82	3,199 07	.....	74,745 89	73,799 88
46	Laporte	14,189	28,665 42	2,798 62	.....	31,464 04	32,776 59
47	Lawrence	9,601	10,900 55	3,167 89	.....	14,068 44	22,178 31
48	Madison	20,147	30,644 78	4,080 55	.....	34,725 33	46,539 57
49	Marion	66,733	210,722 94	8,505 46	.....	219,228 40	154,153 23
50	Marshall	7,119	15,579 66	2,402 61	.....	17,982 27	16,444 89
51	Martin	4,007	3,639 84	2,500 00	.....	6,139 84	9,256 17
52	Miami	7,366	13,366 45	3,650 56	.....	17,017 01	17,015 46
53	Monroe	7,434	8,628 50	3,373 50	.....	12,002 00	17,172 54
54	Montgomery	7,585	20,939 00	1,922 21	.....	22,861 21	17,521 35
55	Morgan	6,174	10,368 35	2,738 30	.....	13,106 65	14,261 94
56	Newton	3,068	10,915 33	1,067 94	.....	11,983 27	7,087 08
57	Noble	5,901	16,921 60	2,780 33	42 40	19,744 33	13,631 31
58	Ohio	982	1,598 59	580 50	.....	2,179 09	2,268 42
59	Orange	4,878	5,415 36	1,348 15	.....	6,763 51	11,268 18
60	Owen	3,872	5,293 56	2,184 40	.....	7,477 96	8,944 32
61	Parke	5,731	11,371 29	3,276 74	.....	14,648 03	13,238 61
62	Perry	5,542	3,731 07	2,283 16	.....	6,014 23	12,802 02
63	Pike	5,664	6,115 18	2,623 38	.....	8,738 56	13,083 84
64	Porter	5,655	16,933 06	2,019 23	.....	18,952 29	13,063 05

APPORTIONMENT FOR JUNE, 1916—Continued.

No.	COUNTIES.	1 Number of Children Between 6 and 21 Years of Age.	2 Amount Derived from State School Tax.	3 Interest Collected on Common School Fund Since Last Apportionment.	4 Amount Derived from Unclaimed Fees and Other Sources.	5 Total Collected and Ready for Apportionment.	6 Amount Apportioned at Per Capita, $2.24.
65	Posey	6,015	$12,101 62	$3,596 10	.....	$15,697 72	$13,894 65
66	Pulaski	4,224	7,603 39	1,056 49	.....	8,659 88	9,757 44
67	Putnam	5,360	13,407 35	3,289 80	.....	16,697 15	12,381 60
68	Randolph	7,675	19,163 75	4,007 59	.....	23,171 34	17,729 25
69	Ripley	5,637	7,210 50	2,472 77	.....	9,683 27	13,021 47
70	Rush	4,682	16,442 96	2,811 55	.....	19,254 51	10,815 42
71	Scott	2,563	3,045 37	723 46	.....	3,768 83	5,920 53
72	Shelby	7,169	18,600 30	5,694 45	.....	24,294 75	16,560 39
73	Spencer	5,624	6,617 67	2,555 85	.....	9,173 52	12,991 44
74	Starke	3,721	6,717 80	1,780 15	.....	8,497 95	8,595 51
75	St. Joseph	26,051	42,947 97	6,005 85	.....	48,953 82	60,177 81
76	Steuben	3,656	7,495 69	1,729 71	.....	9,225 40	8,445 36
77	Sullivan	9,711	14,821 69	3,620 32	$12 95	18,454 96	22,432 41
78	Switzerland	2,490	2,993 91	2,169 60	.....	5,163 51	5,751 90
79	Tippecanoe	10,547	27,890 32	6,505 51	17 85	34,413 68	24,363 57
80	Tipton	4,831	11,436 13	3,643 69	.....	15,079 82	11,159 61
81	Union	1,409	5,355 25	1,245 70	.....	6,600 95	3,254 79
82	Vanderburgh	24,742	39,801 38	6,032 02	.....	45,833 40	57,154 02
83	Vermillion	7,535	12,219 79	2,619 07	.....	14,838 86	17,405 85
84	Vigo	25,863	43,002 17	6,073 51	.....	49,075 68	59,743 53
85	Wabash	7,149	16,586 50	3,000 00	.....	19,586 50	16,514 19
86	Warren	2,748	11,102 54	1,550 00	.....	12,652 54	6,347 88
87	Warrick	6,671	8,029 59	2,500 00	.....	10,529 59	15,410 01
88	Washington	5,088	6,484 97	3,694 99	.....	10,179 96	11,753 28
89	Wayne	10,635	28,226 92	5,770 73	.....	33,997 65	24,566 85
90	Wells	5,917	13,670 68	500 00	130 13	14,300 81	13,668 27
91	White	5,220	12,246 47	1,637 05	.....	13,883 52	12,058 20
92	Whitley	4,690	11,802 74	2,015 22	21 65	13,839 61	10,833 90
	Total	774,342	$1,573,162 69	$290,330 04	$514 78	$1,864,007 51	$1,788,730 02

COMMON SCHOOL FUND, 1915

No.	COUNTIES.	9	10				11	12		13
		Amount of Fund Held in Trust June, 1914.	Amount Since Added from Fines and Forfeitures by Clerks and Justices.	Amount Added from Transfers from Other Counties.	Correction, State Board Accounts.	Amount Added from all Other Sources.	Total	Deduct Amount Transferred to Other Counties.	Deduct Corrections by State Board Accounts.	Total Amount Held in Trust May 31, 1915.
1	Adams	$69,687 78	$340 00				$70,027 78			$70,027 78
2	Allen	266,370 37	6,634 25			$150, 00	273,154 62			273,154 62
3	Bartholomew	93,420 34	1,090 25				94,510 59			94,510 59
4	Benton	53,862 67	367 00				54,229 67			54,229 67
5	Blackford	60,922 31	516 26				61,438 57			61,438 57
6	Boone	108,174 98	516 24				108,691 22			108,691 22
7	Brown	37,028 05			$120 50		37,148 55			37,148 55
8	Carroll	67,753 52	399 79				68,153 31			68,153 31
9	Cass	116,323 85	1,263 55				117,587 40			117,587 40
10	Clark	107,617 36	496 81				108,114 17			108,114 17
11	Clay	109,855 70	405 93				110,261 63			110,261 63
12	Clinton	116,375 72	910 01				117,285 73			117,285 73
13	Crawford	48,606 06				5 00	48,611 06			48,611 06
14	Daviess	243,864 73	483 52				244,348 25			244,348 25
15	Dearborn	99,866 90	779 55			7 25	100,653 70			100,653 70
16	Decatur	81,331 26	203 47				81,534 73			81,534 73
17	DeKalb	88,364 46	440 50				88,804 96			88,804 96
18	Delaware	149,229 74	2,098 70				151,328 44			151,328 44
19	Dubois	83,747 64	184 05				83,931 69			*83,931 69
20	Elkhart	149,118 58	1,206 31				150,324 89			150,324 89
21	Fayette	43,450 87	179 00		100 50		43,730 37		$45 00	43,685 37
22	Floyd	102,112 12	212 11				102,324 23			102,324 23
23	Fountain	92,749 76	269 40				93,019 16			93,019 16
24	Franklin	80,316 90	137 00		177 06		80,630 96			80,630 96
25	Fulton	56,457 63	735 01				57,192 64			57,192 64
26	Gibson	108,919 85	830 00			12 50	109,762 35			109,762 35
27	Grant	182,791 92	4,747 04			30 00	187,568 96			187,568 96
28	Greene	123,564 45	1,448 07	$15,000 00			140,012 52			140,012 52

COMMON SCHOOL FUND, 1915—Continued.

No.	COUNTIES.	9	10				11	12		13
		Amount of Fund Held in Trust June, 1914.	Amount Since Added from Fines and Forfeitures by Clerks and	Amount Added from Transfers from Other	Correction, State Board Accounts.	Amount Added from all Other	Total	Deduct Amount Transferred to Other Counties.	Deduct Corrections by State Board Accounts.	Total Amount Held in Trust May 31, 1915.
29	Hamilton	$97,278 60	$534 40			$24 70	$97,837 70			$97,837 70
30	Hancock	80,062 55	448 20				80,510 75			80,510 75
31	Harrison	113,590 69	149 83				113,740 52			113,740 52
32	Hendricks	123,377 11	423 00				123,800 11			123,800 11
33	Henry	121,645 08	764 00				122,409 08			122,409 08
34	Howard	95,861 68	2,000 28				97,861 96			97,861 96
35	Huntington	96,067 61	1,458 31				97,525 92			97,525 92
36	Jackson	96,462 10	625 35				97,087 45			97,087 45
37	Jasper	48,727 26	377 60				49,104 86			49,104 86
38	Jay	92,203 81	1,292 50		$1,326 93	10 00	94,833 24			94,833 24
39	Jefferson	114,514 53	517 45				115,031 98			115,031 98
40	Jennings	62,287 31	196 15				62,483 46			62,483 46
41	Johnson	89,431 85	746 56				90,178 41			90,178 41
42	Knox	176,770 05	2,692 34	$2,000 00	09		181,462 48			181,462 48
43	Kosciusko	129,238 25	549 00			6 10	129,793 35			129,793 35
44	Lagrange	60,492 86	233 00				60,725 86			60,725 86
45	Lake	97,778 63	6,016 14				103,794 77			103,794 77
46	Laporte	107,901 09	2,878 20				110,779 29			110,779 29
47	Lawrence	92,071 62	1,265 06		511 16		93,847 84			93,847 84
48	Madison	132,047 00	2,049 65				134,096 65			134,096 65
49	Marion	335,839 58	2,520 29		16,116 03		354,475 90	$28,000 00		326,475 90
50	Marshall	87,842 01	285 53				88,127 54			88,127 54
51	Martin	115,301 38	103 50	5,000 00	130 90	27 40	120,563 18			120,563 18
52	Miami	119,202 79	1,548 56			6 88	120,758 23			120,758 23
53	Monroe	79,077 62	829 85				79,907 47			79,907 47
54	Montgomery	63,637 52	436 20				64,073 72			64,073 72
55	Morgan	89,933 15	551 55		16 19		90,500 89			90,500 89
56	Newton	35,619 48	229 01			20 00	35,868 49		$270 45	35,598 04

57	Noble	91,366 73	26 75			30 00	91,423 48			91,423 48
58	Ohio	21,267 09	7 03				21,274 12			21,274 12
59	Orange	59,036 33	245 50				59,281 83			59,281 83
60	Owen	72,654 41	116 00				72,770 41			72,770 41
61	Parke	105,677 16	375 63	3,000 00			109,052 79			109,052 79
62	Perry	68,445 94	212 50				68,658 44			68,658 44
63	Pike	83,273 04	1,173 00	3,000 00			87,446 04			87,446 04
64	Porter	68,685 24	1,498 97				70,184 21			70,184 21
65	Posey	117,182 69	2,036 65			1 00	119,220 34			119,220 34
66	Pulaski	35,143 46	36 50				35,179 96			35,179 96
67	Putnam	101,877 23	594 57			23 50	102,495 30			102,495 30
68	Randolph	131,972 25	1,518 50				133,490 75			133,490 75
69	Ripley	80,361 73	361 50				80,723 23			80,723 23
70	Rush	93,507 26	211 00				93,718 26			93,718 26
71	Scott	39,599 81	57 00				39,656 81			39,656 81
72	Shelby	109,626 76	2,180 69				111,807 45			111,807 45
73	Spencer	84,402 36	225 50				84,627 86			84,627 86
74	Starke	59,314 69	224 10				59,538 79			59,538 79
75	St. Joseph	154,064 81	1,393 36				155,458 17			155,458 17
76	Steuben	57,163 17	483 76			10 00	57,656 93			57,656 93
77	Sullivan	105,762 04	549 04				106,311 08			106,311 08
78	Switzerland	53,561 36	139 00				53,700 36			53,700 36
79	Tippecanoe	157,435 67	2,156 79			135 45	159,727 91			159,727 91
80	Tipton	91,932 19	709 00				92,641 19			92,641 19
81	Union	26,141 13	25 01				26,166 14			26,166 14
82	Vanderburgh	196,999 25	4,068 02				201,067 27			201,067 27
83	Vermilllon	84,582 19	1,041 50				85,623 69			85,623 69
84	Vigo	201,373 87	1,076 70				202,450 57			202,450 57
85	Wabash	142,229 73	2,820 10				145,049 83			145,049 83
86	Warren	50,193 90	612 11				50,806 01			50,806 01
87	Warrick	88,756 29	913 00			19 50	89,688 79		439 50	89,249 29
88	Washington	78,665 02	459 00				79,124 02			79,124 02
89	Wayne	178,821 13	1,912 00				180,733 13			180,733 13
90	Wells	88,536 21	1,290 00				89,826 21			89,826 21
91	White	54,389 23	179 15				54,568 38			54,568 38
92	Whitley	66,266 99	367 00				66,633 99			66,633 99
	Total	$9,196,417 09	$89,911 26	$28,000 00	$18,499 36	$519 28	$9,333,346 99	$28,000 00	$754 95	$9,304,592 04

CONDITION OF COMMON SCHOOL FUND, 1915.

No.	COUNTIES.	14 Amount of Funds Safely Invested.	15 Amount of Funds Not Safely Invested.	16 Amount Part Invested and in the County Treasury at this Date.	17 Tota Funds as Above.
1	Adams	$68,777 78	.....	$1,250 00	$70,027 78
2	Allen	272,367 00	.....	787 62	273,154 62
3	Bartholomew	93,484 50	.....	1,026 09	94,510 59
4	Benton	52,806 93	.....	1,422 74	54,229 67
5	Blackford	60,900 00	.....	538 57	61,438 57
6	Boone	108,247 00	.....	444 22	108,691 22
7	Brown	36,139 94	$80 00	928 61	37,148 55
8	Carroll	68,129 06	.....	24 25	68,153 31
9	Cass	117,587 40	.....	.....	117,587 40
10	Clark	106,947 15	.....	1,167 02	108,114 17
11	Clay	107,971 00	.....	2,290 63	110,261 63
12	Clinton	116,408 39	.....	877 34	117,285 73
13	Crawford	45,556 62	365 50	2,688 94	48,611 06
14	Daviess	243,637 00	.....	711 25	244,348 25
15	Dearborn	100,005 00	.....	648 70	100,653 70
16	Decatur	81,382 00	.....	152 73	81,534 73
17	Dekalb	87,242 00	.....	1,562 96	88,804 96
18	Delaware	150,304 00	600 00	424 44	151,328 44
19	Dubois	82,564 67	.....	1,367 02	83,931 69
20	Elkhart	143,992 63	.....	6,332 26	150,324 89
21	Fayette	42,830 00	.....	855 37	43,685 37
22	Floyd	100,676 23	.....	1,648 00	102,324 23
23	Fountain	92,489 76	.....	529 40	93,019 16
24	Franklin	79,757 23	.....	873 73	80,630 96
25	Fulton	53,579 00	3,360 00	253 64	57,192 64
26	Gibson	107,550 00	.....	2,212 35	109,762 35
27	Grant	180,415 00	.....	7,153 96	187,568 96
28	Greene	137,639 60	.....	2,372 92	140,012 52
29	Hamilton	95,829 25	250 00	1,758 45	97,837 70
30	Hancock	80,210 08	.....	300 67	80,510 75
31	Harrison	111,668 80	2,000 00	71 72	113,740 52
32	Hendricks	121,310 61	400 00	2,089 50	123,800 11
33	Henry	119,862 00	.....	2,547 08	122,409 08
34	Howard	97,817 98	.....	43 98	97,861 96
35	Huntington	95,227 63	1,000 00	1,298 29	97,525 92
36	Jackson	96,456 00	.....	631 45	97,087 45
37	Jasper	49,085 00	.....	19 86	49,104 86
38	Jay	94,103 10	.....	730 14	94,833 24
39	Jefferson	113,013 90	45 00	1,973 08	115,031 98
40	Jennings	61,907 79	.....	575 67	62,483 46
41	Johnson	86,015 00	.....	4,163 41	90,178 41
42	Knox	181,462 48	.....	.....	181,462 48*
43	Kosciusko	129,734 17	.....	59 18	129,793 35
44	Lagrange	59,248 20	.....	1,477 66	60,725 86
45	Lake	99,280 00	.....	4,514 77	103,794 77
46	Laporte	108,670 00	.....	2,109 29	110,779 29
47	Lawrence	93,776 85	.....	70 99	93,847 84
48	Madison	132,616 50	.....	1,480 15	134,096 65
49	Marion	318,768 98	1,514 18	6,192 74	326,475 90
50	Marshall	86,502 00	.....	1,625 54	88,127 54
51	Martin	115,213 18	5,000 00	350 00	120,563 18
52	Miami	120,758 23	.....	.....	120,758 23*

CONDITION OF COMMON SCHOOL FUND, 1915—Cont.

No.	COUNTIES.	14 Amount of Funds Safely Invested.	15 Amount of Funds Not Safely Invested.	16 Amount Part Invested and in the County Treasury at this Date.	17 Total Funds as Above.
53	Monroe	$78,979 00	.....	$928 47	$79,907 47
54	Montgomery	63,866 62	.....	207 10	64,073 72
55	Morgan	89,127 15	.....	1,373 74	90,500 89
56	Newton	35,288 00	.....	310 04	35,598 04
57	Noble	90,161 66	.....	1,261 82	91,423 48
58	Ohio	21,061 00	.....	213 12	21,274 12
59	Orange	57,832 00	.....	1,449 83	59,281 83
60	Owen	71,437 00	.....	1,333 41	72,770 41
61	Parke	106,272 75	.....	2,780 04	109,052 79
62	Perry	66,087 60	$1,977 88	592 96	68,658 44
63	Pike	84,308 56	.....	3,137 48	87,446 04
64	Porter	67,759 44	.....	2,424 77	70,184 21
65	Posey	117,970 36	701 00	548 98	119,220 34
66	Pulaski	35,179 96	.....	.....	35,179 96
67	Putnam	102,346 50	.....	148 80	102,495 30
68	Randolph	132,922 72	.....	568 03	133,490 75
69	Ripley	80,332 41	.....	390 82	80,723 23
70	Rush	91,874 68	.....	1,843 58	93,718 26
71	Scott	39,081 64	.....	575 17	39,656 81
72	Shelby	111,450 00	.....	357 45	111,807 45
73	Spencer	84,627 86	.....	.....	84,627 86
74	Starke	58,990 69	.....	548 10	59,538 79
75	St. Joseph	154,737 55	.....	720 62	155,458 17
76	Steuben	57,364 96	.....	291 97	57,656 93
77	Sullivan	102,142 20	.....	4,168 88	106,311 08
78	Switzerland	53,347 64	214 90	137 82	53,700 36
79	Tippecanoe	156,991 66	2,000 00	736 25	159,727 91
80	Tipton	90,881 00	.....	1,760 19	92,641 19
81	Union	25,327 00	.....	839 14	26,166 14
82	Vanderburgh	198,147 00	.....	2,920 27	201,067 27
83	Vermillion	85,550 00	.....	73 69	85,623 69
84	Vigo	200,325 53	.....	2,125 04	202,450 57
85	Wabash	144,301 25	.....	748 58	145,049 83
86	Warren	50,693 50	.....	112 51	50,806 01
87	Warrick	86,935 00	300 00	2,014 29	89,249 29
88	Washington	78,636 33	.....	487 69	79,124 02
89	Wayne	176,325 00	.....	4,408 13	180,733 13
90	Wells	89,169 00	.....	657 21	89,826 21
91	White	54,389 23	.....	179 15	54,568 38
92	Whitley	64,031 00	.....	2,602 99	66,633 99
	Total	$9,164,177 07	$19,808 46	$120,606 51	$9,304,592 04

*Fines and forfeits not quite used into Common School Fund.

COMMON SCHOOL FUND, 1916.

No.	COUNTIES	9	10				11	12		13
		Amount of Fund Held in Trust June, 1915.	Amount since added from Fines and Forfeitures by Clerks, Mayors and Justices Peace	Amount added from Transfers from Other Counties	Correction State Board Accounts	Amount added from all Other Sources	Total	Deduct Amount Transferred to Other Counties	Deduct Correction by State Board of Accounts	Total Amount Held in Trust May 31, 1916.
1	Adams	$70,027.78	$207.02				$70,234.80			$70,234.80
2	Allen	273,154.62	5,007.25				278,161.87			278,161.87
3	Bartholomew	94,510.59	1,683.14			$5 00	96,198.73			96,198.73
4	Benton	54,229.67	590.00				54,819.67			54,819.67
5	Blackford	61,438.57	859.50				62,298.07			62,298.07
6	Boone	108,691.20	771.35				109,462.55			109,462.55
7	Brown	37,148.55	69.52				37,218.07			37,218.07
8	Carroll	68,153.31	139.80				68,293.11			68,293.11
9	Cass	117,587.40	1,895.88				119,483.28			119,483.28
10	Clark	108,114.17	1,143.76				109,257.93			109,257.93
11	Clay	110,261.63	375.02				110,636.65			110,636.65
12	Clinton	117,285.73	1,116.01				118,401.74			118,401.74
13	Crawford	48,611.06	438.00			5.52	49,054.58			49,054.58
14	Daviess	244,348.25	364.05				244,712.30			244.712.30
15	Dearborn	100,653.70	100.40			16.65	100,754.10			100,754.10
16	Decatur	81,534.73	1,722.00				83,256.73			83,256.73
17	Dekalb	88,804.96	508.73				89,313.69			89,313.69
18	Delaware	151,328.44	5,592.22				156,920.66			156,920.66
19	Dubois	83,931.69	589.60				84,521.29			84,521.29
20	Elkhart	150,324.89	2,128.65				152,453.54			152,453.54
21	Fayette	43,685.37	388.26			35.00	44,108.63			44,108.63
22	Floyd	102,324.23	51.00				102,375.23			102,375.23
23	Fountain	93,019.16	254.01				93,273.17			93,273.17
24	Franklin	80,630.96	380.00				81,010.96			81,010.96
25	Fulton	57,192.64	231.50				57,424.14			57,424.14
26	Gibson	109,762.35	1,696.49				111,458.84			111,458.84
27	Grant	187,568.96	2,995.42				190,564.38			190,564.38
28	Green	139,512.52	1,516.77	$26,000.00		532.61	167,561.90			167,561.90

29	Hamilton	97,837 70			$310.15		98,147 85			98,147 85
30	Hancock	80,510 75	589 28				81,100 03			81,100 03
31	Harrison	113,740 52	142 20				113,882 72			113,882 72
32	Hendricks	123,800 11	259 00				124,059 11			124,059 11
33	Henry	122,409 08	939 50				123,348 58			123,348 58
34	Howard	97,861 96	2,953 25				100,815 21			100,815 21
35	Huntington	97,525 92	1,809 00				99,334 92			94,334 92
36	Jackson	97,087 45	733 10				97,820 55			97,820 55
37	Jasper	49,104 86	611 60				49,716 46			49,716 46
38	Jay	94,833 24	674 00				95,507 24			95,507 24
39	Jefferson	115,031 98	1,280 62				116,312 60			116,312 60
40	Jennings	62,483 46	393 50				62,876 96			62,876 96
41	Johnson	90,178 41	630 50				90,808 91			90,808 91
42	Knox	181,462 48	3,573 29	4,000.00			189,035 77			189,035 77
43	Kosciusko	129,793 35	1,499 00				131,292 35			131,292 35
44	Lagrange	60,725 86	297 00			11.25	61,034 11			61,034 11
45	Lake	103,794 77	6,632 90				110,427 67			110,427 67
46	Laporte	110,779 29	1,903 87				112,683 16			112,683 16
47	Lawrence	93,847 84	2,479 94	2,000 00			98,327 78			98,327 78
48	Madison	134,096 65	1,921 85				136,018 50			136,018 50
49	Marion	326,475 90	4,098 48		10,153 11	13,781 03	354,508 52	52,000 00	58 33	302,450 19
50	Marshall	88,127 54	467 26				88,594 80			88,594 80
51	Martin	120,563 18	199 45	7,000 00			127,762 63			127,762 63
52	Miami	120,758 23	927 14				121,685 37			121,685 37
53	Monroe	79,907 47	1,135 41				81,042 88			81,042 88
54	Montgomery	64,073 72	1,588 55				65,662 27			65,662 27
55	Morgan	90,500 89	775 80				91,276 69			91,276 69
56	Newton	35,598 04	156 25				35,754 29			35,754 29
57	Noble	91,423 48	1,152 50			101 75	92,677 73			92,677 73
58	Ohio	21,274 12	27 00			14 62	21,315 74			21,315 74
59	Orange	59,281 83	223 00				59,504 83			59,504 83
60	Owen	72,770 41	56 70				72,827 11			72,827 11
61	Parke	109,052 79	172 00				109,224 79			109,224 79
62	Perry	68,658 44	147 00				68,805 44			68,805 44
63	Pike	87,446 04	690 30			45 04	88,181 38			88,181 38
64	Porter	70,184 21	333 50				70,517 71			70,517 71

COMMON SCHOOL FUND, 1916.—Continued.

No.	COUNTIES.	9	10.				11.	12.		13.
		Amount of Fund Held in Trust June, 1915.	Amount Since Added from Fines and Forfeitures by Clerks, Mayors, Justices Peace.	Amount Added from Transfers from other Counties.	Corrections State Board of Accounts.	Amount Added from All Other Sources	Total.	Deduct Amount Transferred to Other Counties.	Deduct Corrections by State Board of Accounts.	Total Amount Held in Trust May 31, 1916.
65	Posey	$119,220 34	$649 50	.....	.....	.....	$119,869 84	.....	.....	$119,869 85
66	Pulaski	35,179 96	23 00	.....	.....	.....	35,202 96	.....	.....	35,202 96
67	Putnam	102,495 30	139 00	.....	$25 00	.....	102,659 30	.....	.....	102,659 30
68	Randolph	133,490 75	442 95	.....	.....	.....	133,933 70	.....	.....	133,933 70
69	Ripley	80,723 23	197 01	.....	.....	.....	80,920 24	.....	.....	80,920 24
70	Rush	93,718 26	505 00	.....	.....	$8 94	94,232 20	.....	.....	94,232 20
71	Scott	39,656 81	30 26	.....	.....	.....	39,687 07	.....	.....	39,687 07
72	Shelby	111,807 45	1,057 35	$13,000 00	.....	.....	125,864 80	.....	.....	125,864 80
73	Spencer	84,627 86	516 00	.....	49 00	2 30	85,195 16	.....	.....	85,195 16
74	Starke	59,538 79	426 00	.....	.....	.....	59,964 79	.....	.....	59,964 79
75	St. Joseph	155,458 17	2,186 75	.....	.....	25 40	157,670 32	.....	.....	157,670 32
76	Steuben	57,656 93	498 01	.....	.....	5 00	58 159 94	.....	.....	58,159 94
77	Sullivan	106,311 08	690 00	.....	.....	12 95	107,014 03	.....	.....	107,014 03
78	Switzerland	53,700 36	306 00	.....	.....	.....	54,006 36	.....	.....	54,006 36
79	Tippecanoe	159,727 91	1,614 04	.....	.....	.....	161,341 95	.....	.....	161,341 95
80	Tipton	92,641 19	832 25	.....	.....	.....	93,473 44	.....	.....	93,473 44
81	Union	26,166 14	178 57	.....	.....	.....	26,344 71	.....	.....	26,344 71
82	Vanderburgh	201,067 27	1,514 65	.....	.....	3,571 34	206,153 26	.....	.....	206,153 26
83	Vermillion	85,623 69	1,628 50	.....	.....	50 00	87,302 19	.....	.....	87,302 19
84	Vigo	202,450 57	5,285 69	.....	.....	62 13	207,798 39	.....	.....	207,798 39

85	Wabash	145,049 83	532 09			190 00	145,771 92			145,771 92
86	Warren	50,806 01	84 08				50,890 09			50,890 09
87	Warrick	89,249 29	257 45			7 00	89,513 74			89,513 74
88	Washington	79,124 02	353 50		633 55		80,111 07			80,111 07
89	Wayne	180,733 13	1,729 00				182,462 13			182,462 13
90	Wells	89,826 21	376 85				90,203 06			90,203 06
91	White	54,568 38	306 80				54,875 18			54,875 18
92	Whitley	66,633 99	684 00				67,317 99			67,317 99
	Total	$9,304,092 02	$97,323 99	$52,000 00	$11,170 81	$18,476 28	$9,483,063 10	$52,000 00	$58 33	$9,431,004 77

CONDITION OF THE COMMON SCHOOL FUND.

No.	COUNTIES.	14. Amount of Funds Safely Invested	15. Amount of Funds not Safely Invested	16. Amount not Invested and in County Treasury at this Date	17. Total Funds as Above	18. Amount in Treasury at Last Report	19. Amount of Loans Paid Within the Year	20. Amount of Funds Loaned Within the Year	21. Amount of Funds Transferred to Other Counties During the Year.
1	Adams	$67,727 78		$2,507 02	$70,234 80	$1,250 00	$5,602 02	$4,345 00	
2	Allen	277,185 00		976 87	278,161 87	787 62	41,389 25	41,200 00	
3	Bartholomew	94,684 50		1,514 23	96,198 73	1,026 09	8,010 00	8,710 00	
4	Benton	53,351 93		1,467 74	54,819 67	1,422 74	2,995 00	2,950 00	
5	Blackford	58,920 00		3,378 07	62,298 07	1,587 82	8,055 00	9,050 00	
6	Boone	107,742 00		1,720 55	109,462 55	444 20	23,290 00	22,785 00	
7	Brown	37,218 07			37,218 07	128 61	2,562 40	2,800 00	
8	Carroll	68,154 06		139 05	68,293 11	24 35	8,644 06	8,669 06	
9	Cass	119,483 28			119,483 28	36,107 40	27,507 78	1,075 00	
10	Clark	107,498 15		1,759 78	109,257 93	1,167 02	13,236 76	12,644 00	
11	Clay	107,640 00		2,996 65	110,636 65	2,290 63	4,350 00	4,019 00	
12	Clinton	116,433 01	$568 00	1,400 73	118,401 74	558 34	12,669 81	11,827 42	
13	Crawford	48,054 58	185 50	814 50	49,054 58	2,688 94	6,256 54	8,574 50	
14	Daviess	244,316 45		395 85	244,712 30	711 25	25,463 67	26,143 12	
15	Dearborn	100,735 00		19 10	100,754 10	648 70	9,745 00	10,475 00	
16	Decatur	81,333 00		1,923 73	83,256 73	152 73	11,475 00	11,945 00	
17	Dekalb	88,202 73		1,110 96	89,313 69	1,562 96	13,123 00	13,575 00	
18	Delaware	149,378 10	600 00	6,942 56	156,920 66	424 44	31,166 40	30,240 50	
19	Dubois	83,412 00		1,109 29	84,521 29	1,182 97	9,261 72	9,925 00	
20	Elkhart	149,197 63		3,255 91	152,453 54	6,332 26	7,375 00	12,580 00	
21	Fayette	44,088 00		20 63	44,108 63	355 37	3,315 00	4,038 00	
22	Floyd	98,784 23	700 00	2,891 00	102,375 23	1,648 00	27,332 00	26,140 00	
23	Fountain	93,069 76		203 41	93,273 17	529 40	8,570 00	9,150 00	
24	Franklin	79,567 20	625 00	818 76	81,010 96	699 73			
25	Fulton	53,679 00	3,360 00	385 14	57,424 14	253 64	7,125 00	7,225 00	
26	Gibson	109,775 00		1,683 84	111,458 84	2,212 35	9,700 00	11,900 00	
27	Grant	184,500 00		6,064 38	190,564 38	7,153 96	26,265 00	30,350 00	
28	Green	166,516 70		1,045 20	167,561 90	2,372 92	8,824 00	21,183 88	

29	Hamilton	97,697 85	250 00	200 00	98,147 85	2,277 85	10,550 00	12,637 85	.....
30	Hancock	81,099 75	.....	28	81,100 03	300 67	10,479 33	11,369 00	.....
31	Harrison	108,029 64	5,000 00	853 08	113,882 72	71 72	3,579 16	2,940 00	.....
32	Hendricks	123,659 11	.....	400 00	124,059 11	2,089 50	12,939 73	15,588 23	.....
33	Henry	119,652 00	.....	3,696 58	123,348 58	2,547 08	11,940 00	11,280 00	.....
34	Howard	98,698 50	.....	3,116 71	100,815 21	43 98	14,464 48	15,345 00	.....
35	Huntington	94,299 32	.....	5,035 60	99,334 92	2,756 60	10,855 00	10,500 00	.....
36	Jackson	97,820 55	.....	.....	97,820 55	631 45	7,775 00	9,300 00	.....
37	Jasper	49,300 00	.....	416 46	49,716 46	19 86	2,735 00	2,950 00	.....
38	Jay	94,583 10	.....	924 14	95,507 24	730 14	11,489 00	11,960 00	.....
39	Jefferson	112,347 90	45 00	3,919 70	116,312 60	1,973 08	21,719 00	21,125 00	.....
40	Jennings	62,517 79	.....	358 17	62,876 96	575 67	5,383 50	5,600 00	.....
41	Johnson	90,565 00	.....	243 91	90,808 91	.....	9,645 00	14,195 00	.....
42	Knox	187,564 28	.....	1,471 49	189,035 77	.....	23,284 54	20,925 00	.....
43	Kosciusko	129,445 00	.....	1,847 35	131,292 35	59 18	11,919 17	11,630 00	.....
44	Lagrange	59,182 80	.....	851 31	61,034 11	1,477 66	5,425 40	5,860 00	.....
45	Lake	98,580 00	.....	11,847 67	110,427 67	4,514 77	8,600 00	11,900 00	.....
46	Laporte	107,820 00	.....	4,863 16	112,683 16	2,109 21	9,700 00	8,850 00	.....
47	Lawrence	97,028 18	.....	1,299 60	98,327 78	70 99	4,947 52	9,450 00	.....
48	Madison	136,018 50	.....	.....	136,018 50	1,480 15	20,025 10	23,427 10	.....
49	Marion	294,341 59	2,180 00	5,928 60	302,450 19	6,192 74	74,275 00	50,900 00	$52,000 00
50	Marshall	88,445 00	.....	149 80	88,594 80	1,625 54	23,982 00	25,925 00	.....
51	Martin	124,762 63	3,000 00	.....	127,762 63	740 50	14,479 17	21,479 17	.....
52	Miami	121,358 00	.....	327 37	121,685 37	.....	16,396 00	16,990 00	.....
53	Monroe	80,734 00	.....	308 88	81,042 88	928 47	5,455 41	6,075 00	.....
54	Montgomery	65,301 62	.....	360 65	65,662 27	207 10	7,665 00	9,100 00	.....
55	Morgan	90,522 15	.....	754 54	91,276 69	1,373 74	4,830 00	6,225 00	.....
56	Newton	35,738 00	.....	16 29	35,754 29	310 04	3,400 00	3,850 00	.....
57	Noble	89,474 85	.....	3,202 88	92,677 73	11 82	13,346 81	12,660 00	.....
58	Ohio	20,631 00	.....	684 74	21,315 74	213 12	1,234 74	550 00	.....
59	Orange	58,614 00	.....	890 83	59,504 83	1,449 83	8,032 50	8,720 00	.....
60	Owen	72,627 00	.....	200 11	72,827 11	1,333 41	4,740 00	5,950 00	.....
61	Parke	108,984 12	.....	240 67	109,224 79	2,698 04	10,267 63	12,725 00	.....
62	Perry	66,470 00	1,847 48	487 96	68,805 44	592 96	4,608 00	4,860 08	.....
63	Pike	86,758 56	.....	1,422 82	88,181 38	3,137 48	5,300 00	8,625 00	.....
64	Porter	67,307 60	.....	3,210 11	70,517 71	7,424 77	7,961 84	7,510 00	.....
65	Posey	118,958 86	.....	910 98	119,869 84	548 98	21,306 36	22,461 36	.....
66	Pulaski	35,102 96	.....	100 00	35,202 96	.....	500 00	400 00	.....
67	Putnam	102,119 50	.....	539 80	102,659 30	148 80	9,407 00	9,558 51	.....
68	Randolph	132,995 04	.....	938 66	133,933 70	568 03	27,922 71	27,995 03	.....

CONDITION OF THE COMMON SCHOOL FUND—Continued.

No.	COUNTIES.	14. Amount of Funds Safely Invested.	15. Amount of Funds Not Safely Invested.	16. Amount Not Invested and in County Treasury at this Date.	17. Total Funds as Above.	18. Amount in Treasury at Last Report	19. Amount of Loans Paid Within the Year.	20. Amount of Funds Loaned Within the Year.	21. Amount of Funds Transferred to Other Counties During the Year.
69	Ripley	$80,352 41	.....	$567 83	$80,920 24	$390 82	$7,970 00	$7,990 00	.....
70	Rush	91,614 68	.....	2,617 52	94,232 20	1,843 58	7,335 00	7,075 00	.....
71	Scott	38,551 64	.....	1,135 43	39,687 07	575 17	2,020 00	1,490 00	.....
72	Shelby	122,620 00	.....	3,244 80	125,864 80	357 45	12,205 00	23,375 00	.....
73	Spencer	84,389 00	.....	806 16	85,195 16	1,388 43	13,435 10	14,745 00	.....
74	Starke	59,186 94	.....	777 85	59,964 79	548 10	2,603 75	2,100 00	.....
75	St. Joseph	156,835 00	.....	835 32	157,670 32	720 62	14,787 55	16,885 00	.....
76	Steuben	57,322 00	.....	837 94	58,159 94	291 97	9,892 96	9,850 00	.....
77	Sullivan	101,270 12	$5,743 91	.....	107,014 03	4,318 88	12,036 34	11,350 00	.....
78	Switzerland	52,779 49	214 90	1,011 97	54,006 36	187 82	5,708 15	5,240 00	.....
79	Tippecanoe	155,525 00	2,000 00	3,816 95	161,341 95	159,727 91	15,266 66	13,800 00	.....
80	Tipton	92,491 00	.....	982 44	93,473 44	1,760 19	6,375 00	7,985 00	.....
81	Union	23,151 57	.....	3,193 14	26,344 71	839 14	2,379 01	.....	.....
82	Vanderburgh	204,867 00	.....	1,286 26	206,153 26	2,920 27	23,725 00	30,445 00	.....
83	Vermillion	87,000 00	.....	302 19	87,302 19	73 69	4,250 00	5,700 00	.....
84	Vigo	200,319 00	.....	7,479 39	207,798 39	2,125 04	29,955 26	27,642 00	.....
85	Wabash	145,620 50	.....	148 42	145,771 92	748 58	27,534 84	27,386 42	.....
86	Warren	47,993 50	.....	2,896 59	50,890 09	112 51	6,150 00	4,000 00	.....
87	Warrick	87,427 33	1,848 50	237 91	89,513 74	165 79	2,637 67	2,830 00	.....
88	Washington	78,945 00	.....	1,166 07	80,111 07	.....	.....	.....	.....
89	Wayne	179,424 45	.....	3,037 68	182,462 13	4,408 13	20,282 00	23,381 45	.....
90	Wells	86,769 00	.....	3,434 06	90,203 06	2,157 21	6,750 00	5,850 00	.....
91	White	54,150 00	.....	725 18	54,875 18	54,568 38	6,194 15	5,648 12	.....
92	Whitley	62,874 00	.....	4,443 99	67,317 99	2,602 99	12,935 00	11,778 00	.....
	Total	$9,249,284 54	$28,168 29	$153,551 94	$9,431,004 77	$373,709 37	$1,098,403 95	$1,128,646 80	$52,000 00

CONDITION OF THE COMMON SCHOOL FUND—Continued.

No.	COUNTIES.	22. Amount of Interest on the Funds Collected Within the Year.	23. Amount of Interest on Funds Now Delinquent.	24. Amount Derived from Renting of Leasing Unsold Congressional Township. School Lands.	25. How Much of the Fund is Represented by Forfeited Lands.	26. What is the Estimated Cash Value of Such Forfeited Lands.	27. Amount of Losses Sustained by County During the Year.	28. Amount of Losses Paid by the County During the Year.	29. Amount of Funds Due from County on Account of Losses on Loans During the Year.
1	Adams	$4,315 05	$378 00						
2	Allen	16,419 00	350 00		$540 00	$600 00			
3	Bartholomew	5,945 98	1,222 61						
4	Benton	1,644 59	1,644 59						
5	Blackford	3,010 85	301 00						
6	Boone	7,257 62	36 00						
7	Brown	2,221 68							
8	Carrol	4,246 14	240 00		500 00	1,200 00			
9	Cass	11,639 00							
10	Clark								
11	Clay	6,871 17	412 80						
12	Clinton	7,037 14							
13	Crawford	2,801 99	1,176 14		185 50				
14	Daviess	15,207 38	2,445 40						
15	Dearborn	6,045 24			1,050 00	1,000 00			
16	Decatur	3,154 41	372 50						
17	Dekalb	5,588 38							
18	Delaware	9,415 24							
19	Dubois								
20	Elkhart	8,720 10							
21	Fayette	2,621 80	30 00						
22	Floyd	7,482 92			2,490 00	3,805 00	$700 00		$700 00
23	Fountain	5,590 86							
24	Franklin	3,619 65	132 00						
25	Fulton	4,288 04	405 00		3,360 00	4,000 00	500 00	$500 00	
26	Gibson	7,448 57							
27	Grant	1,622 00	6,103 17						
28	Green	7,449 50	730 00						

CONDITION OF THE COMMON SCHOOL FUND—Continued.

No.	COUNTIES.	22. Amount of Interest on the Funds Collected Within the Year	23. Amount of Interest on Funds Now Delinquent.	24. Amount Derived from Renting or Leasing Unsold Congressional Township School Lands	25. How Much of the Fund is Represented by Forfeited Lands.	26. What is the Estimated Cash Value of Such Forfeited Lands.	27. Amount of Losses Sustained by County During the Year.	28. Amount of Losses Paid by the County During the Year.	29. Amount of Funds Due from County on Account of Losses on Loans During the Year.
29	Hamilton								
30	Hancock	$4,859 79	$279 00						
31	Harrison	6,747 98	8,022 17		$1,700 00	$900 00			
32	Hendricks	7,555 03	266 00		400 00	500 00			
33	Henry	8,579 06	36 00						
34	Howard	6,542 45							
35	Huntington	6,297 20	256 50						
36	Jackson	5,607 01	969 60		250 00	350 00			
37	Jasper	2,968 42	120 00						
38	Jay	6,098 96							
39	Jefferson	10,000 00			45 00		$400 00	$400 00	
40	Jennings	3,705 53							
41	Johnson		2,490 57						
42	Knox	10,397 24	580 64						
43	Kosciusko	8,665 63	1,210 50						
44	Lagrange	3,627 50	547 50						
45	Lake	4,879 22	1,959 00						
46	Laporte	6,484 67	276 32						
47	Lawrence								
48	Madison	8,793 60	150 00						
49	Marion	20,171 26			2,180 00				
50	Marshall	5,131 57	643 00						
51	Martin	7,300 00	2,000 00		650 00	500 00	150 00		$150 00
52	Miami	7,268 18	207 00						
53	Monroe	3,373 50	4,862 57		100 00	100 00			
54	Montgomery	4,499 47							
55	Morgan	5,396 26	519 00						
56	Newton	2,135 88							

57	Noble			$30 00	71.75	1,152 50			
58	Ohio	1,420 35	267 90						
59	Orange	233 00	3,804 07	552 88					
60	Owen	4,882 28	884 48						
61	Parke	5,926 14	627 34						
62	Perry	4,016 58	479 52						
63	Pike	5,290 88	1,201 35						
64	Porter	4,798 37	1,567 00						
65	Posey	7,544 83	1,579 98					701 00	
66	Pulaski	1,600 42	511 76						
67	Putnam	6,271 96	86 00						
68	Randolph	8,009 45							
69	Ripley	4,843 63							
70	Rush	5,643 27	276 00						
71	Scott	2,318 51	751 00						
72	Shelby	13,000 00	7,682 96						
73	Spencer	2,601 91			200 00	400 00		209 33	
74	Starke	4,009 59							
75	St. Joseph	9,354 80	941 00						
76	Steuben	3,561 84	444 00						
77	Sullivan	3,620 32	2,802 32		4,176 00	5,000 00			
78	Switzerland	3,080 94	729 29		149 13	149 13			
79	Tippecanoe	9,583 67							
80	Tipton	5,626 17							
81	Union								
82	Vanderburgh	12,376 72	894 20						
83	Vermillion	5,656 50	970 50						
84	Vigo	6,073 51							
85	Wabash	9,358 81					400 00	400 00	579 48
86	Warren	2,937 25	36 00						
87	Warrick	3,222 11	2,132 85		775 00	600 00			
88	Washington								
89	Wayne	10,511 04	783 60						
90	Wells	4,622 24							
91	White	3,633 06							
92	Whitley	4,288 01							
	Total	$508,657 87	$70,827 70	$582 88	$18,237 38	$20,256 63	$2,150 00	$2,210 33	$1,429 48

CONGRESSIONAL TOWNSHIP FUND, 1915.

No.	COUNTIES	1 Amount of Fund Held in Trust June 1914.	2 Amount Since Added from Sale of Lands Damages.	2a Amount Since Added from Corrections by State Board of Accounts	3 Amount Received from other Counties on Account of Divided Con. Township	4 Total	5 Amount Distributed to Other Counties on Account Divided Con. Township	6 Amount Held in Trust at this Date	7 Number of Acres of Unsold Congressional Township Lands	8 Value of Unsold Congressional Township Lands
1	Adams	$18,449.68			$50.83	$18,500.51	$51.07	$18,449.44		
2	Allen	56,430.16				56,430.16		56,430.16		
3	Bartholomew	57,553.36			110.96	57,664.32	618.00	57,046.32		
4	Benton	38,589.43			736.69	39,326.12	3.16	39,322.96		
5	Blackford	8,132.39				8,132.39		8,132.39		
6	Boone	27,034.33				27,034.33		27,034.33		
7	Brown	9,168.95	$2.25			9,171.20		9,171.20		
8	Carroll	31,039.83			26.30	31,066.13	5.33	31,060.80		
9	Cass	32,132.00			793.64	32,925.64	67.83	32,857.81		
10	Clark	18,227.96				18,227.96		18,227.96		
11	Clay	10,571.23			76.51	10,647.74	109.47	10.538.27		
12	Clinton	28,352.69				28,352.69		28,352.69		
13	Crawford	11,790.64				11,790.64		11,790.64		
14	Daviess	20,131.21				20,131.21		20,131.21		
15	Dearborn	27,911.59				27,911.59		27,911.59		
16	Decatur	20,352.71				20,352.71	89.11	20,263.60		
17	DeKalb	17,684.00				17,684.00		17,684.00		
18	Delaware	18,028.96				18,028.96		18,028.96		
19	Dubois	15,849.95	*36.00			15,885.95		15,885.95		
20	Elkhart	45,504.12				45,504.12		45,504.12		
21	Fayette	18,942.39			200.48	19.142.87	102.95	19,039 92		
22	Floyd	22,688.50				22,688.50		22,688.50		
23	Fountain	26,332.45			814.43	27,146.88	247.39	26,899.49		
24	Franklin	57,200.39		$46.39		57,246.78		57,246.78		
25	Fulton	21,874.02				21,874.02	289.89	21,584.13		
26	Gibson	33,765.55			1,809.07	35,574.62	1,481.81	34,092.81		
27	Grant	28,723.13			49.76	28,772.89		28,772.89		
28	Greene	18,555.97				18,555.97		18,555.97		

29	Hamilton	28,954.46			160.39	29,114.85	8.76	29,106.09		
30	Hancock	10,629.68		†15.00	30.37	10,675.05	67.13	10,607.92		
31	Harrison	31,860.55				31,860.55	‡3.00	31,857.55		
32	Hendricks	24,026.95				24,026.95		24,026.95		
33	Henry	22,274.24			81.96	22,356.20	124.65	22,231.55		
34	Howard	22,545.22				22,545.22		22,545.22		
35	Huntington	35,547.15				35,547.15		35,547.15		
36	Jackson	18,603.08			618.00	19,221.08		19,221.08		
37	Jasper	58,499.12			208.58	58,707.70	38.35	58,669.35	240	$6,000.00
38	Jay	22,711.40	*6.00			22,717.40		22,717.40		
39	Jefferson	32,046.20				32,046.20		32,046.20		
40	Jennings	12,205.30				12,205.30	110.96	12,094.34		
41	Johnson	17,732.74			1.25	17,733.99	311.05	17,422.94		
42	Knox	40,867.94				40,867.94		40,867.94		
43	Kosciusko	27,764.14			291.26	28,055.40		28,055.40		
44	Lagrange	17,576.80				17,576.80		17,576.80		
45	Lake	34,217.56			43.70	34,261.26	26.40	34,234.86		
46	Laporte	55,639.76			163.90	55,803.66	276.96	55,526.70		
47	Lawrence	16,047.96				16,047.96	††623.93	15,424.03		
48	Madison	22,895.86				22,895.86		22,895.86		
49	Marion	17,699.23			268.89	17,968.12	169.66	17,798.46		
50	Marshall	21,452.39				21,452.39		21,452.39		
51	Martin	13,325.87				13,325.87		13,325.87		
52	Miami	30,437.70	8.99		83.17	30,529.86	1,059.76	29,470.10		
53	Monroe	33,022.19				33,022.19		33,022.19		
54	Montgomery	23,178.88			154.90	23,333.78	261.37	23,072.41		
55	Morgan	19,689.31				19,689.31	288.41	19,400.90		
56	Newton	48,268.49		325.00		48,593.49		48,593.49	160	1,600.00
57	Noble	21,092.99				21,092.99		21,092.99		
58	Ohio	10,809.40				10,809.40		10,809.40		
59	Orange	13,349.44				13,349.44		13,349.44		
60	Owen	18,938.25			90.94	19,029.19	76.51	18,952.68		
61	Parke	34,162.91			295.97	34,458.88	33.86	34,425.02		
62	Perry	32,986.20				32,986.20		32,986.20	120	500.00
63	Pike	17,172.51			50.49	17,223.00		17,223.00		
64	Porter	23,934.75			26.40	23,961.15	43.70	23,917.45		

CONGRESSIONAL TOWNSHIP FUND, 1915—Continued.

No.	COUNTIES.	1 Amount of Fund Held in Trust June, 1914.	2 Amount Since Added from Sale of Lands Damages.	2a Amount Since Added from Corrections by State Board of Accounts.	3 Amount Received from other Counties on Account of Divided Con. Township.	4 Total	5 Amount Distributed to other Counties on Account Divided Con. Township.	6 Amount Held in Trust at this Date	7 Number of Acres of Unsold Congressional Township Lands.	8 Value of Unsold Congressional Township Lands.
65	Posey	$42,041.86			$1,342.04	$43,383.90	$1,747.54	$41,636.36	40	$1,400.00
66	Pulaski	25,207.60				25,207.60		25,207.60		
67	Putnam	24,788.52	$49.37			24,837.89		24,837.89		
68	Randolph	33,416.77			216.75	33,633.52	148.05	33,485.47		
69	Ripley	18,411.63				18,411.63		18,411.63		
70	Rush	23,684.98			103.00	23,787.98	275.08	23,512.90		
71	Scott	8,509.03				8,509.03		8,509.03		
72	Shelby	17,743.51			216.30	17,959.81	42.55	17,917.26		
73	Spencer	25,691.66				25,691.66		25,691.66		
74	Starke	14,901.58	*19.50		276.96	15,198.04	163.90	15,034.14		
75	St. Joseph	36,653.79				36,653.79		36,653.79		
76	Steuben	16,774.68				16,774.68		16,774.68		
77	Sullivan	15,462.26				15,462.26		15,462.26		
78	Switzerland	18,799.69				18,799.69		18,799.69		
79	Tippecanoe	42,545.09			3.16	42,548.25	908.20	41,640.05		
80	Tipton	28,320.48	28.00			28,348.48		28,348.48		
81	Union	28,096.36			217.61	28,313.97	246.22	28,067.75		
82	Vanderburgh	21,018.89			46.11	21,065.00	18 36	21,046.64	308.6	30,800.00
83	Vermillion	34,663.72			93.48	34,757.20	689.48	34,067.72		
84	Vigo	57,168.94			18.53	57,187.47		57,187.47		
85	Wabash	32,288.67			572.88	32,861.55	280.65	32,580.90		
86	Warren	55,268.34			854.74	56,123.08	73.22	56,049.86	11	825.00
87	Warrick	20,799.53				20,799.53		20,799.53		
88	Washington	28,506.56				28,506.56		28,506.56		
89	Wayne	45,697.15			488.55	46,185.70	448.09	45,737.61		
90	Wells	26,108.25			51.07	26,159.32	50.83	26,108.49		
91	White	47,454.37			43.68	47,498.05	971.57	46,526.48		
92	Whitley	17,733.40			13.24	17,746.64		17,746.64		
		$2,480,941.52	$150.11	$386.39	$11,796.94	$2,493,274.96	$12,654.21	$2,480,620.75	879.6	$41,125.00

*Damages
†Tran. from County fund as per Examiner's Report.
‡Deduct. See Report Scheer & Crandall. S. B. A.
††Corrections State Board of Accounts.

CONDITION OF CONGRESSIONAL TOWNSHIP FUND, 1915.

	COUNTIES.	14 Amount of Funds Safely Invested	15 Amount of Funds not Safely Invested	16 Amount not Invested and in Co. Treasury at this date	17 Total.
1	Adams	$18,291 15		$158 29	$18,449 44
2	Allen	56,315 00		115 16	56,430 16
3	Bartholomew	56,285 41		760 91	57,046 32
4	Benton	38,118 87		1,204 09	39,322 96
5	Blackford	7,975 00		157 39	8,132 39
6	Boone	26,464 38		569 95	27,034 33
7	Brown	9,171 20			9,171 20
8	Carroll	31,060 80			31,060 80
9	Cass	32,857 81			32,857 81
10	Clark	17,985 41		242 55	18,227 96
11	Clay	10,283 00		255 27	10,538 27
12	Clinton	27,604 74		747 95	28,352 69
13	Crawford	10,535 20		1,255 44	11,790 64
14	Daviess	20,131 21			20,131 21
15	Dearborn	27,670 00		241 59	27,911 59
16	Decatur	17,870 00		2,393 60	20,263 60
17	Dekalb	17,682 00		2 00	17,684 00
18	Delaware	17,285 00		743 96	18,028 96
19	Dubois	15,691 66		194 29	15,885 95
20	Elkhart	44,370 34		1,133 78	45,504 12
21	Fayette	16,500 00		2,539 92	19,039 92
22	Floyd	21,613 72		1,074 78	22,688 50
23	Fountain	26,449 45		450 04	26,899 49
24	Franklin	53,868 63	$200 00	3,178 15	57,246 78
25	Fulton	20,520 00		1,064 13	21,584 13
26	Gibson	34,006 36		86 45	34,092 81
27	Grant	25,540 00		3,232 89	28,772 89
28	Greene	17,997 00		558 97	18,555 97
29	Hamilton	28,476 91		629 18	29,106 09
30	Hancock	10,592 52		15 40	10,607 92
31	Harrison	30,017 67	1,500 00	339 88	31,857 55
32	Hendricks	23,026 95		1,000 00	24,026 95
33	Henry	20,803 60		1,427 95	22,231 55
34	Howard	22,545 00		22	22,545 22
35	Huntington	35,543 76		3 39	35,547 15
36	Jackson	19,216 00		5 08	19,221 08
37	Jasper	58,227 00		442 35	58 669 35
38	Jay	21,115 00		1,602 40	22,717 40
39	Jefferson	30,289 54	12 70	1,743 96	32,046 20
40	Jennings	11,881 50		212,84	12,094 34
41	Johnson	16,890 00		532 94	17,422 94
42	Knox	40,867 94			40,867 94
43	Kosciusko	27,490 00		565 40	28,055 40
44	Lagrange	16,591 94		984,86	17,576 80
45	Lake	32,440 00		1,794 86	34,234 86
46	Laporte	53,375 00		2,151 70	55,526 70
47	Lawrence	15,319 00		105 03	15,424 03
48	Madison	22,895 00		86	22,895 86
49	Marion	14,636 95	*122 35	3,039 16	17,798 46
50	Marshall	20,795 00	140 89	516 50	21,452 39
51	Martin	13,325 87			13,325 87
52	Miami	29,254 65		21 45	29,470 10
53	Monroe	32,154 18		868 01	33,022 19
54	Montgomery	23,072 41			23,072 41
55	Morgan	19,115 90		285 00	19,400 90
56	Newton	48,491 00		102 49	48,593 49

*Amount due County.

CONDITION OF CONGRESSIONAL TOWNSHIP FUND, 1915—Continued.

No.	COUNTIES.	14 Amount of Funds Safely Invested.	15 Amount of Funds not Safely Invested.	16 Amount not Invested and in Co. Treasury at this date.	17 Total.
57	Noble	$20,847 50	.....	$245 49	$21,092 99
58	Ohio	10,794 00	.....	15 40	10,809 40
59	Orange	13,252 00	.....	97 44	13,349 44
60	Owen	18,859 41	.....	93 27	18,952 68
61	Parke	34,352 67	.....	72 35	34,425 02
62	Perry	28,347 26	$3,049 46	1,589 48	32,986 20
63	Pike	16,654 00	.....	569 00	17,223 00
64	Porter	23,184 68	.....	732 77	23,917 45
65	Posey	40,389 00	.....	1,247 36	41,636 36
66	Pulaski	24,477 61	729 99	.....	25,207 60
67	Putnam	24,655 00	.....	182 89	24,837 89
68	Randolph	33,357 15	.....	128 32	33,485 47
69	Ripley	18,321 31	.....	90 32	18,411 63
70	Rush	22,292 86	.....	1,220 04	23,512 90
71	Scott	8,408 64	.....	100 39	8,509 03
72	Shelby	17,709 76	.....	207 50	17,917 26
73	Spencer	25,691 66	.....	.....	25,691 66
74	Starke	14,965 59	.....	68 55	15,034 14
75	St. Joseph	35,240 00	.....	1,413 79	36,653 79
76	Steuben	16,727 25	.....	47 43	16,774 68
77	Sullivan	15,462 26	.....	.....	15,462 26
78	Switzerland	16,816 50	164 00	1,819 19	18,799 69
79	Tippecanoe	41,448 65	.....	191 40	44,640 05
80	Tipton	28,223 34	.....	125,14	28,348 48
81	Union	28,055 47	.....	12 28	28,067 75
82	Vanderburg	19,540 00	.....	1,506 64	21,046 64
83	Vermillion	32,950 00	.....	1,117 72	34,067 72
84	Vigo	56,932 71	.....	254,76	57,187 47
85	Wabash	32,515 00	.....	65 90	32,580 90
86	Warren	55,712 00	.....	337 86	56,049 86
87	Warrick	20,793 00	.....	6 53	20,799 53
88	Washington	27,963 77	.....	542 79	28,506 56
89	Wayne	45,567 50	.....	170 11	45,737 61
90	Wells	24,794 00	.....	1,314 49	26,108 49
91	White	46,526 48	.....	.....	46,526 48
92	Whitley	16,878 00	.....	868 64	17,746 64
	Total	$2,417,299 66	$5,919 39	$57,401 70	$2,480,620 75

CONGRESSIONAL TOWNSHIP FUND, 1916.

Number.	COUNTIES.	1 Amount of Fund Held in Trust June 1915	2 Amt. Since Added From Sale of Lands	2a Amount Since Added From Correction by State Board of Accounts	3 Amount Received from Other Counties on Account Divided Cong. Twp.	4 Total	5 Amount Distributed to Other Counties on Account Divided Cong. Twps.	6 Amount Held in Trust at this Date	7 Number of Acres of Unsold Congressional Township Lands	8 Value of Unsold Cong. Twp. Lands
1	Adams	$18,449 44				$18,449 44		$18,449 44		
2	Allen	56,430 16				56,430 16		56,430 16		
3	Bartholomew	57,046 32				57,046 32	$680 50	56,365 82		
4	Benton	39,322 96				39,322 96		39,322 96		
5	Blackford	8,132 39				8,132 39		8,132 39		
6	Boone	27,034 33				27,034 33	41 35	26,992 98		
7	Brown	9,171 20				9,171 20		9,171 20		
8	Carroll	31,060 80				31,060,80		31,060 80		
9	Cass	32,857 81				32,857 81		32,857 81		
10	Clark	18,227 96				18,227 96		18,227 96		
11	Clay	10,538 27				10,538 27		10,538 27		
12	Clinton	28,352 69				28,352 69		28,352 69		
13	Crawford	11,790 64				11,790 64		11,790 64		
14	Daviess	20,131 21				20,131 21		20,131 21		
15	Dearborn	27,911 59				27,911 59		27,911 59		
16	Decatur	20,263 60				20,263 60		20,263 60		
17	Dekalb	17,684 00				17,684 00		17,684 00		
18	Delaware	18,028 96				18,028 96		18,028 96		
19	Dubois	15,885 95				15,885 95		15,885 95		
20	Elkhart	45,504 12				45,504 12		45,504 12		
21	Fayette	19,039 92				19,039 92		19,039 92		
22	Floyd	22,688 50				22,688 50		22,688 50		
23	Fountain	26,899 49				26,899 49		26,899 49		
24	Franklin	57,246 78				57,246 78		57,246 78		
25	Fulton	21,584 13	$12 00			21,596 13		21,596 13		
26	Gibson	34,092 81				34,092 81		34,092 81		
27	Grant	28,772 89				28,772 89		28,772 89		
28	Green	18,555 97				18,555 97		18,555 97		

CONGRESSIONAL TOWNSHIP FUND, 1916—Continued.

Number.	COUNTIES.	1 Amount of Fund Held in Trust June, 1915	2 Amount Since Added From Sale of Land	2a Amount Since Added From Correction by State Board of Accounts	3 Amount Received from Other Counties on Account Divided Cong. Twp.	4 Total	5 Amount Distributed to other Counties on Account Divided Congressional Townships	6 Amount Held in Trust at This Date	7 Number of Acres of Unsold Congressional Township Lands	8 Value of Unsold Cong. Twp. Lands
29	Hamilton	$29 106 09				$29,106 09		$29 106 09		
30	Hancock	10,607 92				10,607 92		10,607 92		
31	Harrison	31,857 55				31,857 55		31 857 55		
32	Hendricks	24,026 95				24,026 95		24,026 95		
33	Henry	22,231 55				22,231 55		22,231 55		
34	Howard	22,545 22				22,545 22		22,545 22		
35	Huntington	35,547 15			$110 23	35,657 38	$202 81	35,454 57		
36	Jackson	19,221 08			549 50	19,770 58		19,770 58		
37	Jasper	58,669 35				58,669 35		58,669 35	240	$6,000 00
38	Jay	22,717 40				22,717 40		22,717 40		
39	Jefferson	32,046 20				32,046 20		32,046 20		
40	Jennings	12,094 34				12,094 34		12,094 34		
41	Johnson	17,422 94				17,422 94		17,422 94		
42	Knox	40,867 94				40,867 94		40,867 94		
43	Kosciusko	28,055 40				28,055 40		28,055 40		
44	Lagrange	17,576 80				17,576 80		17,576 80		
45	Lake	34,234 86				34,234 86		34,234 86		
46	Laporte	55,526 70				55,526 70		55,526 70		
47	Lawrence	15,424 03				15,424 03		15,424 03		
48	Madison	22,895 86				22,895 86		22,895 86		
49	Marion	17,798 46		$335 29	41 62	18,175 37	126 53	18,048 84		
50	Marshall	21,452 39				21,452 39	140 89	21,311 50		
51	Martin	13,325 87				13,325 87		13,325 87		
52	Miami	29,470 10				29,470 10		29,470 10		
53	Monroe	33,022 19				33,022 19		33,022 19		
54	Montgomery	23,072 41				23,072 41		23,072 41		
55	Morgan	19,400 90				19,400 90		19,400 90		
56	Newton	48,593 49				48,593 49		48,593 49	160	1,600 00

57	Noble	21,092 99			21,092 99		21,092 99		
58	Ohio	10,809 40			10,809 40		10,809 40		
59	Orange	13,349 44			13,349 44		13,349 44		
60	Owen	18,952 68			18,952 68		18,952 68		
61	Parke	34,425 02			34,425 02		34,425 02		
62	Perry	32,986 20			32,986 20		32,986 20	120	500 00
63	Pike	17,223 00			17,223 00		17,223 00		
64	Porter	23,917 45			23,917 45		23,917 45		
65	Posey	41,636 36			41,636 36		41,636 36	40	1,400 00
66	Pulaski	25,207 60			25,207 60		25,207 60		
67	Putnam	24,837 89			24,837 89		24,837 89		
68	Randolph	33,485 47			33,485 47		33,485 47		
69	Ripley	18,411 63			18,411 63		18,411 63		
70	Rush	23,512 90			23,512 90		23,512 90		
71	Scott	8,509 03			8,509 03		8,509 03		
72	Shelby	17,917 26			17,917 26		17,917 26		
73	Spencer	25 691 66			25,691 66		25,691 66		
74	Starke	15,034 14			15,034 14		15,034 14		
75	St. Joseph	36,653 79			36,653 79		36,653 79		
76	Steuben	16,774 68			16,774 68		16,774 68		
77	Sullivan	15,462 26			15,462 26		15,462 26		
78	Switzerland	18,799 69			18,799 69		18,799 69		
79	Tippecanoe	41,640 05			41,640 05		41,640 05		
80	Tipton	28,348 48			28,348 48		28,348 48		
81	Union	28,067 75			28,067 75		28,067 75		
82	Vanderburg	21,046 64			21,046 64		21,046 64	308.6	30,800 00
83	Vermillion	34,067 72			34,067 72		34,067 72		
84	Vigo	57,187 47			57,187 47		57,187 47		
85	Wabash	32,580 90			32,580 90		32,580 90		
86	Warren	56,049 86			56,049 86		56,049 86	11	825 00
87	Warrick	20,799 53			20,799 53		20,799 53		
88	Washington	28,506 56			28,506 56		28,506 56		
89	Wayne	45,737 61			45,737 61		45,737 61		
90	Wells	26,108 49			26,108 49		26,108 49		
91	White	46,526 48			46,526 48		46,526 48		
92	Whitley	17,746 64			17,746 64		17,746 64		
	Total	$2,480,620 75	$12 00	$335 29	$701 35	$2,481,669 39	$1,192 08	$2,480,477 31	879.6	$41,125 00

CONDITION OF THE CONGRESSIONAL SCHOOL FUND, 1916.

No.	COUNTIES.	14. Amount of Funds Safely Invested.	15. Amount of Funds Not Safely Invested.	16. Amount Not Invested and in County Treasury at this Date.	17. Total. Funds. as above	18. Amount in Treasury at Last Report.	19. Amount of Loans Paid Within the Year.	20. Amount of Funds Loaned Within the Year.	21. Amount of Funds Transferred to Other Counties During the Year.
1	Adams	$17,891 15	.....	$558 29	$18,449 44	$158 29	$1,650 00	$1,250 00	.....
2	Allen	55,015 00	.....	1,415 16	56,430 16	115 16	12,200 00	10,900 00	.....
3	Bartholomew	55,975 41	.....	390 41	56,365 82	760 91	3,210 00	29,000 00	$680 50
4	Benton	38,053 87	.....	1,269 09	39,322 96	1,204 09	1,100 00	1,635 00	.....
5	Blackford	8,025 00	.....	107 39	8,132 39	157 39	100 00	150 00	.....
6	Boone	25,418 12	.....	1,574 86	26,992 98	569 95	3,021 26	1,975 00	.....
7	Brown	9,171 20	.....	.....	9,171 20	147 33	45 00	100 00	.....
8	Carroll	31,060 80	.....	.....	31,060 80	.....	8,120 00	8,095 00	.....
9	Cass	30,401 00	.....	2,456 81	32,857 81	.....	8,050 00	3,990 00	.....
10	Clark	17,235 41	.....	992 55	18,227 96	242 55	3,800 00	3,050 00	.....
11	Clay	9,260 00	.....	1,278 27	10,538 27	255 27	1,023 00	.....	.....
12	Clinton	26,780 31	.....	1,572 38	28,352 69	747 95	4,418 13	3,593 70	.....
13	Crawford	10,192 70	.....	1,597 94	11,790 64	1,255 44	1,272 50	930 00	.....
14	Daviess	20,116 21	.....	15 00	20,131 21	.....	165 00	150 00	.....
15	Dearborn	27,304 92	.....	696 67	27,911 59	241 59	5,420 90	5,075 00	.....
16	Decatur	20,245 00	.....	18 60	20,263 60	2,393 60	3,450 00	3,750 00	.....
17	Dekalb	17,165 00	.....	519 00	17,684 00	2 00	1,587 00	1,070 00	.....
18	Delaware	16,535 00	.....	1,493 96	18,028 96	743 96	1,750 00	1,000 00	.....
19	Dubois	15,782 44	.....	103 51	15,885 95	194 29	2,509 22	2,600 00	.....
20	Elkhart	44,495 34	.....	1,008 78	45,504 12	1,133 78	2,775 00	2,900 00	.....
21	Fayette	16,988 00	.....	2,051 92	19,039 92	3,039 92	3,900 00	4,888 00	.....
22	Floyd	21,834 62	.....	853 88	22,688 50	1,074 78	4,729 00	4,950 00	.....
23	Fountain	26,899 45	.....	04	26,899 49	450 04	2,400 00	2,850 00	.....
24	Franklin	56,835 80	.....	410 98	57,246 78	3,195 65	.....	.....	.....
25	Fulton	21,320 00	.....	276 13	21,596 13	1,064 13	2,287 00	3,075 00	.....
26	Gibson	33,569 29	.....	523 52	34,092 81	86 45	4,187 07	3,750 00	.....
27	Grant	26,965 00	.....	1,807 89	28,772 89	3,232 89	5,300 00	6,725 00	.....
28	Greene	18,543 00	.....	12 97	18,555 97	558 97	1,954 00	2,500 00	.....

29	Hamilton	29,100 00		6 09	29,106 09				
30	Hancock	10,607 85		07	10,607 92	15 40	1,270 67	1,286 00	
31	Harrison	28,199 07	$1,500 00	2,158 48	31,857 55	317 18	2,666 30	825 00	
32	Hendricks	23,226 95		800 00	24,026 95	1,000 00	5,219 83	5,419 83	
33	Henry	20,003 60		2,227 95	22,231 55	1,427 95	1,400 00	600 00	
34	Howard	22,445 00		100 22	22,545 22	22	800 00	700 00	
35	Huntington	35,401 18		53 39	35,454 57	3 39	6,050 00	6,000 00	
36	Jackson	18,685 00		1,085 58	19,770 58	5 08	1,831 00	1,300 00	
37	Jasper	57,937 00		732 35	58,669 35	425 35	5,510 00	5,220 00	
38	Jay	22,065 00		652 40	22,717 40	1,602 40	2,850 00	3,800 00	
39	Jefferson	30,149 54	12 70	1,883 96	32,046 20	1,743 96	4,125 00	3,985 00	
40	Jennings	10,981 50		1,112 84	12,094 34	212 84	1,600 00	700 00	
41	Johnson	17,390 00		32 94	17,422 94				
42	Knox	40,717 94		150 00	40,867 94		3,950 00	3,800 00	
43	Kosciusko	27,330 00		725 40	28,055 40	565 40	4,660 00	4,500 00	
44	Lagrange	17,041 94		534 86	17,576 80	984 86	1,000 00	1,450 00	
45	Lake	34,090 00		144 86	34,234 86	1,794 86	4,150 00	4,600 00	
46	Laporte	51,975 00		3,551 70	55,526 70	2,151 70	1,400 00		
47	Lawrence	15,178 00		246 03	15,424 03	105 03	1,126 00	1,136 00	
48	Madison	21,485 00		1,410 86	22,895 86	86	4,560 00	3,150 00	
49	Marion	10,545 10		7,503 74	18,048 84	3,039 16	7,591 85	3,500 00	
50	Marshall	21,310 00		1 50	21,311 50	516 50	11,560 00	12,075 00	
51	Martin	13,325 87			13,325 87		1,000 00	1,000 00	
52	Miami	27,019 65		2,450 45	29,470 10	215 45	6,800 00	4,565 00	
53	Monroe	32,242 20		779 99	33,022 19	868 01	1,582 98	1,200 00	
54	Montgomery	23,072 41			23,072 41				
55	Morgan	19,340 00		60 90	19,400 90	285 90	775 00	600 00	
56	Newton	48,541 00		52 49	48,593 49	102 49	5,100 00	2,150 00	
57	Noble	21,047 50		45 49	21,092 99	245 49	1,450 00	1,650 00	
58	Ohio	10,794 00		15 40	10,809 40	15 40			
59	Orange	13,317 00		32 44	13,349 44	97 44	989 00	1,054 00	
60	Owen	18,799 41		153 27	18,952 68	93 27	360 00	300 00	
61	Parke	33,727 67		697 35	34,425 02	72 35	3,022 35	2,397 35	
62	Perry	28,490 26	3,049 46	1,446 48	32,986 20	1,589 48	4,044 00	4,187 00	
63	Pike	16,884 00		339 00	17,223 00	569 00	540 00	770 00	
64	Porter	22,584 68		1,332 77	23,917 45	732 77	1,450 00	850 00	
65	Posey	40,830 00		806 36	41,636 36	1,247 36	6,691 00	7,132 00	
66	Pulaski	23,785 58		1,422 02	25,207 60	729 99	692 04		
67	Putnam	24,010 00		827 89	24,837 89	182 89	2,975 00	3,530 00	
68	Randolph	33,421 01		64 46	33,485 47	128 32	2,329 11	2,396 29	

CONDITION OF THE CONGRESSIONAL SCHOOL FUND, 1916—Continued.

No.	COUNTIES.	14. Amount of Funds Safely Invested.	15. Amount of Funds Not Safely Invested.	16. Amount Not Invested and in County Treasury at this Date.	17. Total Funds. as above	18. Amount in Treasury at Last Report.	19. Amount of Loans Paid Within the Year.	20. Amount of Funds Loaned Within the Year.	21. Amount of Funds Transferred to Other Counties During the Year.
69	Ripley	$18,270 31	.....	$141 32	$18,411 63	$90 32	$1,176 00	$1,125 00	.....
70	Rush	22,994 32	.....	518 58	23,512 90	1,220 04	3,698 54	4,400 00	.....
71	Scott	8,428 64	.....	80 39	8,509 03	100 39	80 00	100 00	.....
72	Shelby	17,909 76	.....	7 50	17,917 26	207 50	2,250 00	2,450 00	.....
73	Spencer	25,672 00	.....	19 66	25,691 66	1,324 79	2,280 00	3,800 00	.....
74	Starke	14,932 56	.....	101 58	15,034 14	68 55	2,333 03	2,300 00	.....
75	St. Joseph	36,630 00	.....	23 79	36,653 79	1,413 79	2,450 00	8,840 00	.....
76	Steuben	16,438 59	.....	336 09	16,774 68	47 43	1,588 66	1,300 00	.....
77	Sullivan	15,462 26	.....	.....	15,462 26	.....	.....	.....	.....
78	Switzerland	17,290 29	$164 00	1,345 40	18,799 69	1,819 19	1,121 21	1,595 00	.....
79	Tippecanoe	41,168 65	.....	471 40	41,640 05	41,640 05	6,630 00	6,350 00	.....
80	Tipton	27,215 00	.....	1,133 48	28,348 48	125 15	2,958 33	1,950 00	.....
81	Union	28,005 47	.....	62 28	28,067 75	12 28	5,100 00	5,050 00	.....
82	Vanderburgh	20,485 00	.....	561 64	21,046 64	1,506 64	7,100 00	8,045 00	.....
83	Vermillion	31,045 00	.....	3,022 72	34,067 72	1,117 72	6,080 00	4,175 00	.....
84	Vigo	56,408 00	.....	779 47	57,187 47	254 76	8,397 71	7,873 00	.....
85	Wabash	32,020 00	.....	560 90	32,580 90	65 90	4,510 00	3,949 10	.....
86	Warren	55,529 50	.....	520 36	56,049 86	337 86	1,070 00	587 50	.....
87	Warrick	20,799 53	.....	.....	20,799 53	6 53	1,015 00	1,030 00	.....
88	Washington	26,568 35	.....	1,938 21	28,506 56	.....	.....	.....	.....
89	Wayne	45,067 50	.....	670 11	45,737 61	170 11	3,100 00	2,600 00	.....
90	Wells	26,108 49	.....	.....	26,108 49	.....	2,450 00	5,350 00	.....
91	White	46,470 00	.....	56 48	46,526 48	46,526 48	4,320 00	4,263 52	.....
92	Whitley	15,703 00	.....	2,043 64	17,746 64	868 64	2,175 00	1,000 00	.....
	Total	$2,402,798 17	$4,726 16	$72,952 98	$2,480,477 31	$145,038 25	$275,427 79	$285,913 29	$680 50

CONDITION OF THE CONGRESSIONAL SCHOOL FUND, 1916.

No.	COUNTIES.	22. Amount of Interest on the Funds Collected Within the Year.	23. Amount of Interest on Funds Now Delinquent.	24. Amount Derived From Renting or Leasing Unsold Congressional Township School Lands.	25. Amount of Fund Represented by Forfeited Lands.	26. Estimated Cash Value of Forfeited Lands.	27. Amount of Losses Sustained by County During the Year.	28. Amount of Losses Paid by the County During the Year.	29. Amount of Losses Due From County on Account of Losses on Loans During the Year.
1	Adams	$1,392 82							
2	Allen	3,684 00	$450 00		$675 00	$750 00			
3	Bartholomew	4,075 57	1,000 68						
4	Benton	1,119 69	1,119 69						
5	Blackford	291 00	90 00						
6	Boone	41 62	1,636 47						
7	Brown	550 27							
8	Carroll	1,978 30	120 00						
9	Cass	3,270 91							
10	Clark								
11	Clay	610 39							
12	Clinton	1,701 16							
13	Crawford	265 05	244 20						
14	Daviess	1,021 40	328 00						
15	Dearborn	1,674 70							
16	Decatur	561 30	30 00						
17	Dekalb	1,090 00							
18	Delaware	1,081 74							
19	Dubois								
20	Elkhart	2,175 92							
21	Fayette	1,112 26	36 20						
22	Floyd	1,269 10							
23	Fountain	1,613 97							
24	Franklin	1,118 36	180 00						
25	Fulton	1,573 00	48 00						
26	Gibson	2,225 58							
27	Grant	9,495 42	747 00						
28	Green	1,113 35							

CONDITION OF THE CONGRESSIONAL SCHOOL FUND, 1916—Continued.

No.	COUNTIES.	22. Amount of Interest on the Funds Collected Within the Year.	23. Amount of Interest on Funds Now Delinquent.	24. Amount Derived from Renting of Leasing Unsold Congressional Township School Lands.	25. Amount of Fund Represented by Forfeited Lands.	26. Estimated Cash Value of Forfeited Lands.	27. Amount of Losses Sustained by County During the Year.	28. Amount of Losses Paid by the County During the Year.	29. Amount of Losses Due From County on Account of Losses on Loans During the Year.
29	Hamilton								
30	Hancock	$740 71	$54 00						
31	Harrison	1,899 10	1,290 36		$1,650 00	$800 00	$344 00	$344 00	
32	Hendricks	1,818 16	136 00						
33	Henry	1,778 50	120 00						
34	Howard	1,351 80							
35	Huntington	2,444 23	84 00						
36	Jackson	1,407 48	134 40		250 00	420 00			
37	Jasper	4,070 14							
38	Jay	1,146 27							
39	Jefferson	2,184 58			12 70				
40	Jennings	715 48							
41	Johnson		162 00						
42	Knox	3,050 47	323 73						
43	Kosciusko	1,878 34	415 00						
44	Lagrange	1,139 35	28 50						
45	Lake	1,607 84	1,116 00						
46	Laporte	2,485 47	846 13						
47	Lawrence								
48	Madison	1,515 73							
49	Marion	1,222 11							
50	Marshall	1,326 50							
51	Martin	700 00	100 00						
52	Miami	1,803 93	39 00						
53	Monroe	1,316 07	665 26		200 00	200 00			
54	Montgomery								
55	Morgan	1,056 05	126 00						
56	Newton	2,915 61							

57	Noble								
58	Ohio	698 94	78 00						
59	Orange	900 03	58 20						
60	Owen	1,171 65	129 30						
61	Parke	1,974 82	90 68						
62	Perry	1,625 06	356 17		440 00	500 00			
63	Pike	917 09	116 29						
64	Porter	1,450 00	101 00						
65	Posey	2,651 74	247 14	177 00					
66	Pulaski	1,352 67	159 79						
67	Putnam	1,717 30							
68	Randolph	2,009 13							
69	Ripley	1,104 70							
70	Rush	1,379 53							
71	Scott	261 42	240 00						
72	Shelby	1,174 54							
73	Spencer	724 19	51 61					214 87	
74	Starke	1,020 45							
75	St. Joseph	2,007 07	123 00						
76	Steuben	1,075 93	84 00						
77	Sullivan	927 73							
78	Switzerland	994 77	140 94						
79	Tippecanoe	2,498 40							
80	Tipton	1,369 60	331 31						
81	Union								
82	Vanderburgh	1,356 24	96 00	2,137 28					
83	Vermillion	2,182 59	514 50						
84	Vigo	1,715 62							
85	Wabash	2,496 85							
86	Warren	3,062 85	675 82						
87	Warrick	701 81	546 16		250 00	200 00			
88	Washington								
89	Wayne	2,689 95	24 00						
90	Wells	2,070 92							
91	White	2,746 10	45 48						
92	Whitley	1,046 55							
	Total	$137,757 04	$15,880 01	$2,314 28	$3,477 70	$2,870 00	$344 00	$558 87	

TUITION REVENUE.

COUNTY AUDITOR'S DISTRIBUTION, JANUARY, 1915.

No.	COUNTIES.	Common School Revenue Apportioned to Township, Towns and Cities.	Congressional Township Rev-Belonging to Corporations, Including Receipts from Other Counties	Tuition Revenue from Local Taxation	Revenue from Liquor Licenses Distributed	Total Tuition Revenue Distributed to Townships, Towns and Cities
1	Adams	$13,721 40	$553 49	$16,506 81	.....	$30,781 70
2	Allen	55,424 16	2,109 66	69,624 36	$19,800 00	46,958 18
3	Bartholomew	13,462 02	1,852 47	22,580 77	100 00	37,995 26
4	Benton	6,718 14	1,157 68	25,032 26	.....	32,908 08
5	Blackford	8,913 96	437 94	13,122 32	3,000 00	25,474 22
6	Boone	12,485 88	811 03	27,047 95	.....	40,344 86
7	Brown	4,906 44	275 07	3,530 48	.....	8,711 99
8	Carroll	9,121 86	931 19	22,254 60	.....	32,307 65
9	Cass	18,235 80	963 96	24,396 30	3,200 00	46,796 06
10	Clark	19,576 26	546 84	18,093 93	8,200 00	46,417 03
11	Clay	18,447 66	231 75	24,097 54	1,100 00	43,876 95
12	Clinton	14,610 42	850 58	33,399 95	.....	48,860 95
13	Crawford	7,221 06	353 72	3,702 00	.....	11,276 78
14	Daviess	16,693 38	563 38	23,462 15	.....	40,718 91
15	Dearborn	11,139 48	837 35	11,573 52	4,600 00	28,150 35
16	Decatur	10,149 48	638 49	24,282 99	110,68	35,181 64
17	Dekalb	13,210 56	69 22	23,373 97	1,000 00	37,653 75
18	Delaware	30,553 38	540 87	50,969 75	.....	82,064 00
19	Dubois	13,006 62	451 00	8,693 41	4,400 00	26,551 03
20	Elkhart	25,559 82	1,365 12	46,932 24	1,500 00	75,357 18
21	Fayette	7,385 40	581 86	12,653 32	600 00	21,220 58
22	Floyd	18,637 74	680 63	8,314 92	7,800 00	35,433 29
23	Fountain	10,367 28	789 97	19,746 50	.....	30,903 75
24	Franklin	8,044 74	2,380 57	7,296 33	2,800 00	20,521 64
25	Fulton	9,561 42	656 22	21,611 36	1,200 00	33,029 00
26	Gibson	17,344 80	1,023 88	32,650 95	200 00	51,219 63
27	Grant	29,393 10	861 70	53,326 67	200 00	83,781 47
28	Greene	23,429 34	556 67	23,819 12	1,429 31	49 234 44
29	Hamilton	13,574 88	868 63	29,160 44	.....	43,603 95
30	Hancock	9,248 58	460 36	20,903 27	.....	30,612 21
31	Harrison	11,889 90	955 82	10,002 39	400 00	23,248 11
32	Hendricks	10,511 82	705 23	23,941 56	.....	35,158 61
33	Henry	14,202 54	668 22	38,100 34	600 00	53 571 10
34	Howard	18,408 06	676 36	33,954 37	.....	53,038 79
35	Huntington	16,164 72	1,066 42	31,559 71	400 00	49,190 85
36	Jackson	14,362 92	597 05	16,873 42	.....	31,833 39
37	Jasper	8,361 54	1,895 97	15,424 05	.....	25,681 56
38	Jay	13,739 22	730 25	23,848 48	.....	38,317 95
39	Jefferson	11,084 04	1,106 50	14,110 97	.....	26,301 51
40	Jennings	7,975 44	366 16	10,077 82	.....	18,419 42
41	Johnson	10,317 78	531 98	24,947 04	.....	35,796 80
42	Knox	25,023 24	2,082 87	35,114 93	8,400 00	70,621 04
43	Kosciusko	15,030 18	841 66	30,875 09	.....	46,746 93
44	Lagrange	7,983 36	527 30	20,811 11	.....	29,321 77
45	Lake	57,455 64	1,026 52	80,445 19	56,500 00	195,427 35
46	Laporte	28,902 06	1,669 19	38,527 06	13,400 00	82,498 31
47	Lawrence	19,000 08	462 72	28,157 01	.....	47,619 81
48	Madison	38,002 14	686 87	54,003 07	.....	92,692 08

TUITION REVENUE.

COUNTY AUDITOR'S DISTRIBUTION, JANUARY, 1915—Continued.

No.	COUNTIES	Common School Revenue Apportioned to Township, Town and Cities.	Congressional Township Revenue Belonging to Corporations, Including Receipts from Other Counties	Tuition Revenue from Local Taxation.	Revenue from Liquor Licenses Distributed	Total Tuition Revenue Distributed to Townships, Towns and Cities.
49	Marion	$128,921 76	$530 97	$24,450 34	$69,300 00	$223,203 07
50	Marshall	13,925 34	643 57	25,656 52	783 34	41,008 77
51	Martin	8,054 64	400 27	6,011 59	.....	14,466 50
52	Miami,	14,737 14	913 13	29,762 71	300 00	45,712 98
53	Monroe	14,770 80	721 99	18,330 08	.....	33,822 87
54	Montgomery	14,869 80	689 57	42,634 25	.....	58,193 62
55	Morgan	12,355 20	541 36	23,156 92	.....	36,053 48
56	Newton	6,023 16	1,448 05	14,641 79	.....	22,113 00
57	Noble	11,996 82	632 38	21,866 50	200 00	34,695 70
58	Ohio	1,944 36	369 53	3,323 07	.....	5,636 96
59	Orange	9,892 08	596 37	10,564 55	1,000 00	22,053 00
60	Owen	7,674 48	568 15	10,349 55	.....	18,592 18
61	Parke	11,685 96	1,032 75	20,372 63	200 00	33,291 34
62	Perry	11,616 66	616 17	6,660 02	2,700 00	21,592 85
63	Pike	11,543 40	516 69	9,704 24	.....	21,764 33
64	Porter	11,076 12	717 73	27,914 92	1,800 00	41,508 77
65	Posey	11,796 84	1,250 34	21,898 33	3,700 00	38,645 51
66	Pulaski	8,420 94	756 23	15,090 70	.....	24,267 87
67	Putnam	10,949 40	743 65	23,305 31	.....	34,998 36
68	Randolph	15,117 30	1,002 50	34,363 56	.....	50,483 36
69	Ripley	11,072 16	552 35	10,091 98	5,200 00	26,916 49
70	Rush	9,292 14	710 55	23,755 56	.....	33,758 25
71	Scott	4,946 04	255 27	5,235 87	.....	10,437 18
72	Shelby	14,297 58	532 31	32,087 13	200 00	47 117 02
73	Spencer	11,012 76	770 75	14,605 62	3,000 00	29,389 13
74	Starke	7,266 60	447 05	11,927 45	800 00	20 441 10
75	St. Joseph	49,973 22	602 33	49,326 13	31,100 00	131,001 68
76	Steuben	6,981 48	503 24	16,709 82	.....	24,194 54
77	Sullivan	19,754 46	527 73	27,683 31	400 00	48 365 50
78	Switzerland	4,825 26	407 57	4,889 40	.....	10,122 23
79	Tippecanoe	21,453 30	1,276 35	48,544 48	15,716 32	86,990 45
80	Tipton	9,547 56	765 87	20,765 21	.....	31,078 64
81	Union	2,716 56	922 02	8,858 92	.....	12,497 50
82	Vanderburgh	49,220 82	630 57	37,480 55	35,400 00	122,731 94
83	Vermillion	13,079 88	1,022 03	22,955 02	2,400 00	39 456 93
84	Vigo	50,135 58	1,715 06	64,389 41	31,672 00	147,912 05
85	Wabash	14,234 22	968 66	38,200 92	.....	53,403 80
86	Warren	5,415 30	1,658 05	13,213 06	800 00	21,086 41
87	Warrick	13,174 92	632 97	14,387 72	3,800 00	31,995 61
88	Washington	10,438 56	855 19	13,745 21	.....	25,038 96
89	Wayne	21,243 42	1,093 78	54,867 40	6,200 00	83,404 60
90	Wells	11,933 46	1,341 49	25,089 69	.....	38,364 64
91	White	10,323 72	1,514 26	21,448 67	.....	33,286 65
92	Whitley	9,167 40	532 33	19,128 30	100 00	28,928 03
	Total	$1,517,438 34	$75,927 57	$2,242,378 20	$357,711 65	$4,193,455 76

TUITION REVENUE.

COUNTY AUDITOR'S DISTRIBUTION, JULY, 1915.

No.	COUNTIES	Common School Revenue Apportioned to Township, Towns and Cities	Cong. Township Revenue Including Receipts from Other Counties	Tuition Revenue from Local Taxation Raised Since Last Apportionment.	Revenue from Liquor Licenses Paid to Townships, Towns and Cities.	County Dog Fund	Total Tuition Revenue of Townships Towns and Cities
1	Adams	$15,659 84	$553 48	$18,782 07	$400 00	$802 67	$36,198 06
2	Allen	62,375 04	1,313 51	77,388 68	22,000 00	3,356 70	166,433 93
3	Bartholomew	15,088 00	1,503 41	24,370 15	2,800 00	1,946 79	45,628 35
4	Benton	7,515 20	1,179 69	30,986 50	.....	415 25	40,096 64
5	Blackford	10,144 96	50 00	15,004 19	.....	509 92	25,709 07
6	Boone	14,300 16	811 03	29,850 86	.....	1,418 83	46,380 88
7	Brown	5,779 20	275 07	4,296 11	.....	506 68	10,857 06
8	Carroll	10,104 64	931 19	22,972 71	.....	1,170 55	35,179 09
9	Cass	20,128 64	985 75	46,893 39	6,800 00	989 62	75,797 40
10	Clark	22,601 60	546 84	21,646 25	3,400 00	1,090 74	49,285 43
11	Clay	21,044 80	383 63	29,451 46	4,700 00	870 62	56,450 51
12	Clinton	16,363 20	850 58	37,045 18	.....	1,102 00	55,360 96
13	Crawford	8,303 68	353 72	4,340 42	.....	946 34	13,944 16
14	Daviess	19,019 84	563 38	26,600 12	2,400 00	1,271 29	49,854 63
15	Dearborn	12,785 92	837 35	15,269 80	4,000 00	1,657 90	34,550 97
16	Decatur	11,419 52	618 00	24,793 50	600 00	401 32	37,832 34
17	Dekalb	14,658 56	1,013 52	27,997 07	.....	859 85	44,529 00
18	Delaware	35,029 12	540 87	60,667 75	.....	2,896 89	99,134 63
19	Dubois	14,618 24	400 00	9,530 82	4,200 00	1,984 49	30,733 55
20	Elkhart	28,866 88	1,365 12	59,405 52	4,000 00	2,102 77	95,740 29
21	Fayette	8,254 40	571 20	17,025 68	2,400 00	492 38	28,743 66
22	Floyd	21,257 60	680 66	10,665 52	9,400 00	312 58	42,316 36
23	Fountain	11,650 24	806 98	22,047 16	1,909 08	782 66	37,196 12
24	Franklin	9,419 20	641 53	9,601 37	3,600 00	1,428 95	24,691 05
25	Fulton	10,911 04	647 52	28,163 75	.....	205 52	39,927 83
26	Gibson	19,772 48	1,033 71	34,594 84	600 00	1,875 44	57,876 47
27	Grant	32,276 16	861 19	57,142 30	900 00	2,780 68	93,960 33
28	Greene	25,934 72	556 67	27,686 82	4,714 54	2,533 24	61,425 99
29	Hamilton	15,568 00	873 18	33,344 13	.....	1,700 30	51,485 61
30	Hancock	10,008 32	191 34	24,787 52	1,200 00	1,247 35	37,434 53
31	Harrison	13,388 48	955 73	10,959 48	400 00	1,825 20	27,528 89
32	Hendricks	12,069 12	720 81	26,396 88	400 00	1,523 05	41,109 86
33	Henry	16,190 72	666 94	39,635 56	1,600 00	1,462 05	59,555 27
34	Howard	20,921 60	676 36	42,919 69	.....	1,993 62	66,511 27
35	Huntington	18,025 28	1,066 41	35,275 15	2,500 00	1,142 71	58,009 55
36	Jackson	16,838 08	604 22	20,016 85	3,400 00	1,790 92	42,650 07
37	Jasper	9,692 48	1,096 00	19,356 02	400 00	920 78	31,465 28
38	Jay	15,431 36	789 59	25,684 23	694 25	918 65	43,518 08
39	Jefferson	12,494 72	1,417 86	15,410 31	2,000 00	1,552 23	32,875 12
40	Jennings	9,564 80	362 83	11,190 32	1,100 00	575 82	22,793 77
41	Johnson	11,824 96	522 69	25,940 59	.....	950 97	39,239 21
42	Knox	29,346 24	1,226 04	39,456 31	6,500 00	1,789 89	78,318 48
43	Kosciusko	17,252 48	841 66	35,192 01	.....	1,308 08	54,594 23
44	Lagrange	9,009 28	527 30	19,893 19	.....	981 11	30,410 88
45	Lake	66,438 40	1,027 05	142,973 32	63,500 00	2,274 11	276,212 88
46	Laporte	31,698 24	1,665 80	44,427 21	10,600 00	1,498 15	89 889 40
47	Lawrence	21,922 88	462 72	29,575 66	.....	1,129 58	53,090 84
48	Madison	42,336 00	686 88	63,806 00	10,900 00	2,217 47	119,946 35

TUITION REVENUE.

COUNTY AUDITOR'S DISTRIBUTION, JULY, 1915—Continued.

No.	COUNTIES.	Common School Revenue Apportioned to Townships, Towns and Cities	Cong. Township Revenue, Including Receipts from Other Counties	Tuition Revenue from Local Taxation Raised Since Last Apportionment.	Revenue from Liquor Licenses Paid to Townships, Towns and Cities.	County Dog Fund	Total Tuition Revenue of Townships, Towns and Cities
49	Marion	$146,041 28	$533 96	$30,866 25	$62,200 00	$8,199 58	$247,841 07
50	Marshall	15,771 84	643 57	28,770 47	1,800 00	1,119 74	48,105 62
51	Martin	9,157 12	400 00	6,593 52	1,000 00	497 14	17,647 78
52	Miami	16,652 16	883 83	31,318 62	3,200 00	420 63	52,475 24
53	Monroe	16,528 96	1,000 78	22,850 62	.....	890 06	41,270 42
54	Montgomery	16,459 52	689 57	47,692 73	.....	374 95	65,216 77
55	Morgan	14,085 12	590 00	26,137 65	.....	1,205 55	42,018 32
56	Newton	7,006 72	1,448 05	16,765 45	200 00	470 50	25,890 72
57	Noble	13,451 20	632 79	31,524 79	2,800 00	720 50	49,129 28
58	Ohio	2,168 32	223 32	3,338 95	800 00	202 97	6,733 54
59	Orange	11,415 04	400 48	12,579 22	400 00	1,416 64	26,211 38
60	Owen	8,619 52	568 58	11,242 64	.....	548 73	20,979 47
61	Parke	13,014 40	1,032 75	22,709 87	3,200 00	1,561 06	41,518 08
62	Perry	12,615 68	1,363 00	8,421 27	2,400 00	1,632 91	26,432 86
63	Pike	13,012 16	516 69	12,452 40	.....	979 24	26,960 49
64	Porter	12,517 12	717 52	28,009 29	4,000 00	877 23	46,121 16
65	Posey	13,301 12	1,275 66	25,437 63	3,200 00	1,560 64	44,775 05
66	Pulaski	9,459 52	756 23	17,120 31	.....	701 52	28,037 58
67	Putnam	12,346 88	745 14	25,272 98	.....	.....	38,365 00
68	Randolph	17,272 64	1,004 56	40,770 28	.....	1,649 44	60,696 92
69	Ripley	12,593 28	552 35	11,401 67	2,400 00	1,247 56	28,194 86
70	Rush	10,539 20	705 39	26,377 20	.....	715 68	38,337 47
71	Scott	5,882 24	255 27	6,176 31	.....	.....	12,313 82
72	Shelby	16,143 68	537 52	35,337 64	3,200 00	1,757 41	56,976 25
73	Spencer	12,584 32	770 75	17,423 93	800 00	1,907 51	33,486 51
74	Starke	8,332 80	450 44	14,287 70	2,400 00	884 65	26,355 59
75	St. Joseph	56,954 24	1,561 85	83,168 52	17,200 00	2,929 25	161,813 86
76	Steuben	8,084 16	503 24	18,140 13	.....	448 16	27,175 69
77	Sullivan	22,431 36	400 00	33,929 52	2,752 83	1,219 96	60,733 67
78	Switzerland	5,624 64	894 64	5,778 18	.....	300 78	12,598 24
79	Tippecanoe	24,144 96	1,249 22	61,342 97	6,700 00	1,684 79	95,121 94
80	Tipton	10,801 28	1,272 54	17,807 26	.....	916 85	30,797 93
81	Union	3,106 88	666 61	10,395 48	.....	119 00	14,287 97
82	Vanderburgh	56,743 68	630 57	64,043 33	26,100 00	3,693 69	151,211 27
83	Vermillion	16,000 32	1,022 03	26,793 57	6,600 00	773 78	51,189 70
84	Vigo	57,283 52	1,715 62	96,289 40	31,800 00	607 57	187,696 11
85	Wabash	15,590 40	977 43	40,264 99	.....	1,490 45	58,323 27
86	Warren	6,151 04	1,681 50	12,705 28	.....	464 05	21,001 87
87	Warrick	15,422 40	615 00	16,523 64	.....	1,495 46	34,056 50
88	Washington	11,441 92	855 20	14,809 05	.....	917 94	28,024 11
89	Wayne	23,952 32	1,838 05	51,766 19	6,700 00	1,813 96	86,070 52
90	Wells	13,527 36	190 00	28,039 56	.....	.....	41,756 92
91	White	11,599 20	1,358 45	23,103 19	.....	675 85	36,736 69
92	Whitley	10,597 44	532 40	20,386 48	1,000 00	1,012 79	33,529 11
	Total	$1,721,653 28	$73,919 54	$2,686,626 55	$376,870 70	$117,620 88	$4,976,690 95

TUITION REVENUE

COUNTY AUDITOR'S DISTRIBUTION, JANUARY, 1916

No.	COUNTIES.	State Common School Revenue.	Congressional Township Revenue.	Tuition Revenue from Local Taxation.	Revenue from Liquor Licenses.	Total Tuition Revenue.
1	Adams	$14,191 73	$553 49	$17,530 44	.....	$32,275 66
2	Allen	56,527 38	2,072 30	73,158 49	$18,800 00	150,558 17
3	Bartholomew	13,601 00	1,871 36	22,263 53	100 00	37,835 89
4	Benton	6,810 65	1,179 69	26,898 40	.....	34,888 74
5	Blackford	9,193 87	437 94	13,477 96	18,000 00	24,909 77
6	Boone	12,959 52	811 03	27,020 52	.....	40,791 07
7	Brown	5,237 40	275 07	3,660 28	.....	9,172 75
8	Carroll	9,157 33	931 82	21,798 71	.....	31,887 86
9	Cass	18,241 58	985 75	40,661 20	4,000 00	63,888 53
10	Clark	20,482 70	546 84	18,644 90	7,000 00	46,674 44
11	Clay	19,071 85	248 67	26,373 89	1,100 00	46,794 41
12	Clinton	14,829 15	850 58	35,590 65	.....	51,270 38
13	Crawford	7,525 21	353 72	3,938 06	.....	11,816 99
14	Daviess	17,236 73	563 38	23,651 00	.....	41,451 11
15	Dearborn	11,587 24	837 35	11,529 96	4,400 00	28,354 55
16	Decatur	10,348 94	597 82	22,390 81	100 00	33,437 57
17	Dekalb	13,284 32	47 52	25,072 07	1,000 00	39,403 91
18	Delaware	31,745 14	540 87	59,732 94	.....	92,018 95
19	Dubois	13,247 78	553 16	7,932 29	3,600 00	25,333 23
20	Elkhart	26,160 61	1,698 73	46,436 52	1,865 30	76,161 16
21	Fayette	7,480 55	571 19	14,846 99	1,200 00	24,098 73
22	Floyd	19,264 71	680 65	8,621 33	7,400 00	35,966 69
23	Fountain	10,558 03	806 99	19,682 57	.....	31,047 59
24	Franklin	8,536 15	2,790 49	3,300 00	8,119 71	22,746 35
25	Fulton	9,888 13	647 52	27,833 65	800 00	39,169 30
26	Gibson	17,918 81	1,033 72	32,434 01	200 00	51,586 54
27	Grant	29,250 27	865 18	53,121 67	1,000 00	84,237 12
28	Greene	23,503 34	556 67	23,194 97	.....	47,254 98
29	Hamilton	14,108 50	873 19	30,350 50	.....	45,332 19
30	Hancock	9,070 04	445 14	21,653 63	.....	31,168 81
31	Harrison	12,133 31	955 73	10,241 07	400 00	23,730 11
32	Hendricks	10,937 64	720 81	25,121 00	.....	36,779 45
33	Henry	14,672 84	666 95	37,669 53	600 00	53,609 32
34	Howard	18,960 20	676 36	38,575 91	.....	58,212 47
35	Huntington	16,335 41	1,063 63	33,231 06	400 00	51,030 10
36	Jackson	15,259 51	597 05	16,810 28	.....	32,666 84
37	Jasper	8,783 81	2,424 16	16,855 96	.....	28,063 93
38	Jay	13,984 67	573 45	24,575 85	.....	39,133 97
39	Jefferson	11,323 34	504 91	13,709 83	.....	25,538 08
40	Jennings	8,668 10	362 83	9,864 39	.....	18,895 32
41	Johnson	10,716 37	522 69	23,910 94	.....	35,150 00
42	Knox	26,595 03	1,226 03	36,398 35	9,100 00	73,319 41
43	Kosciusko	15,635 06	841 66	31,281 15	.....	47,757 87
44	Lagrange	8,164 66	527 31	19,766 94	.....	28,458 91
45	Lake	60,209 80	1,027 04	94,392 17	70,000 00	225,629 01
46	Laporte	28,726 53	1,665 80	37,561 16	14,200 00	82,153 49
47	Lawrence	19,867 61	462 72	26,640 51	.....	46,970 84
48	Madison	38,367 00	686 87	58,303 84	.....	97,357 71

TUITION REVENUE

COUNTY AUDITOR'S DISTRIBUTION, JANUARY, 1916—Continued.

No.	COUNTIES.	State Common School Revenue.	Congressional Township Revenue.	Tuition Revenue from Local Taxation.	Revenue from Liquor Licenses.	Total Tuition Revenue.
49	Marion	132,349 91	541 46	27,217 29	68,563 34	228,672 00
50	Marshall	14,293 23	643 57	25,829 49	500 00	41,266 29
51	Martin	8,298 64	400 00	5,776 60	.....	14,475 24
52	Miami	15,091 02	884 10	30,179 99	600 00	46,755 11
53	Monroe	14,979 37	980 55	19,940 29	.....	35,900 21
54	Montgomery	14,916 44	694 77	43,170 74	.....	58,781 95
55	Morgan	12,764 64	574 05	23,684 20	.....	37,022 89
56	Newton	6,349 84	1,457 80	14,046 64	.....	21,854 28
57	Noble	12,190 15	632 78	23,377 48	.....	36,200 41
58	Ohio	1,965 04	425 26	3,050 26	.....	5,440 56
59	Orange	10,344 88	400 49	11,090 93	1,000 00	22,836 30
60	Owen	7,811 44	568 58	10,479 17	.....	18,859 19
61	Parke	11,794 30	1,032 75	20,156 36	400 00	33,383 41
62	Perry	11,432 96	616 17	6,658 80	2,600 00	21,307 93
63	Pike	11,792 27	516 69	10,805 67	.....	23,114 63
64	Porter	11,343 64	717 53	24,803 07	1,800 00	38,664 24
65	Posey	12,054 14	1,238 16	22,912 20	3,500 00	39,704 50
66	Pulaski	8,572 69	756 23	16,157 53	.....	25,486 45
67	Putnam	11,189 36	745 13	23,762 72	.....	35,697 21
68	Randolph	15,653 33	1,004 56	37,526 49	.....	54,184 38
69	Ripley	11,412 66	552 35	10,099 42	5,300 00	27,364 43
70	Rush	9,551 15	705 39	22,794 44	.....	33,050 98
71	Scott	5,330 78	255 27	5,714 91	.....	11,300 96
72	Shelby	14,630 21	537 52	31,201 97	200 00	46,569 70
73	Spencer	11,404 54	770 75	14,921 59	2,800 30	29,897 18
74	Starke	7,551 60	450 44	11,935 83	800 00	20,737 87
75	St. Joseph	51,614 78	637 38	71,373 05	30,200 00	153,825 21
76	Steuben	7,326 27	503 24	16,187 44	.....	24,016 95
77	Sullivan	20,328 42	527 73	30,977 09	400 00	52,233 24
78	Switzerland	5,097 33	233 34	5,647 17	.....	10,977 84
79	Tippecanoe	21,881 37	1,249 18	55,606 67	12,600 00	91,337 22
80	Tipton	9,788 66	428 37	16,227 89	.....	26,444 92
81	Union	2,815 61	1,017 15	8,932 13	.....	12,764 89
82	Vanderburgh	51,423 96	632 23	58,630 50	34,000 00	144,686 69
83	Vermillion	14,500 29	1,022 03	23,702 71	2,800 00	42,025 03
84	Vigo	51,913 19	1,715 62	83,362 70	27,527 85	164,519 36
85	Wabash	14,128 80	977 43	38,402 30	.....	53,508 53
86	Warren	5,574 38	1,681 50	11,643 46	800 00	19,699 34
87	Warrick	13,976 55	632 97	15,009 40	3,200 00	32,818 92
88	Washington	10,369 24	855 19	13,923 91	.....	25,148 34
89	Wayne	21,706 79	906 21	45,255 88	5,400 00	73,268 88
90	Wells	12,259 17	1,376 49	26,700 74	.....	40,336 40
90	White	10,566 15	1,433 14	19,735 01	.....	31,734 30
92	Whitley	9,603 93	532 40	18,368 78	100 00	28,605 11
	Total	$1,560,302 67	$75,197 78	$2,374,692 79	$362,276 50	$4,372,469 74

TUITION REVENUE.

APPORTIONMENT BY COUNTY AUDITORS, JULY, 1916.

No.	COUNTIES.	Number of Children in Each County.	Common School Revenue Apportioned.	Congressional Township Revenue, Including Receipts from Other Counties.	Tuition Revenue From Local Taxation Received Since Last Apportionment.	Revenue From Liquor Licenses Paid to Township School Corporations of County.	County Dog Fund.	Total Tuition Revenue.
1	Adams	6,911	$15,964 41	$553 48	$20,759 96	$400 00	$772 81	$38,450 66
2	Allen	27,982	64,638 42	1,698 79	82,012 53	20,600 00	3,445 29	172,395 03
3	Bartholomew	6,767	15,631 77	2,267 50	29,061 53	2,700 00	2,132 52	51,793 32
4	Benton	3,377	7,800 87	1,179 69	34,120 91	.....	281 00	43,382 47
5	Blackford	4,538	10,482 78	50 00	15,940 85	.....	831,06	27,304 69
6	Boone	6,443	14,883 33	811,03	33,117 17	.....	1,856 59	50,668 12
7	Brown	2,561	5,915 91	275 07	4,392 11	.....	864 22	11,447 31
8	Carroll	4,459	10,300 29	931 82	25,166 28	.....	1,474 64	37,873 03
9	Cass	9,020	20,836 20	985 75	50,685 76	6,800 00	1,058 73	80,366 44
10	Clark	9,191	21,231 21	546 84	25,453 38	3,400 00	1,745 72	52,377 15
11	Clay	9,561	22,085 91	361 72	29,817 60	4,300 00	1,634 21	58,199 44
12	Clinton	7,226	16,692 06	850 58	40,109 46	.....	1,391 47	59,043 57
13	Crawford	3,690	8,523 90	353 72	4,189 14	.....	979 07	14,045 83
14	Daviess	8,517	19,674 27	563 38	30,830 27	2,000 00	1,241 08	54,309 00
15	Dearborn	5,639	13,026 09	837 35	18,343 20	4,000 00	1,896 91	38,103 55
16	Decatur	5,177	11,958 87	561 30	29,606 31	2,000 00	.....	44,126 48
17	Dekalb	6,744	15,578 64	1,042 48	29,425 90	.....	319 68	46,366 70
18	Delaware	15,893	36,712 83	540 87	75,309 03	6,000 00	2,976 83	121,539 56
19	Dubois	6,520	15,061 20	476 58	10,326 18	3,600 00	2,078 16	31,542 12
20	Elkhart	13,161	30,401 91	1,031 51	71,586 58	3,600 00	2,034 47	108,654 47
21	Fayette	3,778	8,727 18	571 20	22,721 39	2,400 00	689 89	35,109 66
22	Floyd	9,488	21,917 28	680 66	12,168 08	9,980 00	680 43	45,426 45
23	Fountain	5,286	12,210 66	806 99	25,827 36	1,200 00	1,159 24	41,204 25
24	Franklin	4,177	9,648 87	1,118 36	10,798 33	3,000 00	1,524 04	26,089 60
25	Fulton	4,778	11,037 18	647 88	28,632 02	.....	600 44	40,917 52
26	Gibson	8,809	20,348 79	1,033 71	35,383 66	600 00	1,765 04	59,131 20
27	Grant	14,466	33,416 46	863 18	59,125 68	1,700 00	2,516 04	97,621 36
28	Green	11,765	27,177 15	556 67	34,097 77	2,934 21	2,994 62	67,760 42

29	Hamilton	6,862	15,851 22	873 18	36,019 50	.....	2,080 30	54,824 20
30	Hancock	4,460	10,302 60	223 35	28,400 88	1,200 00	1,483 48	41,610 31
31	Harrison	5,927	13,691 37	955 73	11,788 51	400 00	1,587 40	28,423 01
32	Hendricks	5,353	12,365 43	720 81	31,498 43	.....	1,581 33	46,166 00
33	Henry	7,941	18,343 71	666 94	43,455 90	1,600 00	1,675 85	65,742 40
34	Howard	9,697	22,400 07	676 36	45,283 15	.....	2,325 23	70,684 81
35	Huntington	7,998	18,475 38	1,063 63	39,289 98	2,500 00	1,820 68	63,149 67
36	Jackson	7,464	17,241 84	606 91	24,185 51	3,400 00	2,238 99	47,673 25
37	Jasper	4,206	9,715 86	1,485 64	23,155 83	400 00	979 21	35,736 54
38	Jay	6,907	15,955 17	572 82	27,898 09	600 00	1,125 37	46,151 45
39	Jefferson	5,443	12,573 33	925 15	17,324 07	2,000 00	1,704 32	34,526 87
40	Jennings	4,262	9,845 22	383 58	12,500 63	1,100 00	959 59	24,789 02
41	Johnson	5,356	12,372 36	522 69	27,940 81	.....	1,505 75	42,341 61
42	Knox	13,642	31,513 02	1,226 03	41,305 90	5,200 00	2,613 27	81,858 22
43	Kosciusko	7,630	17,625 30	841 66	40,314 94	.....	1,051 84	59,833 74
44	Lagrange	4,051	9,357 81	527 30	23,477 78	.....	1,075 40	34,438 29
45	Lake	31,948	73,799 88	1,027 05	171,496 32	64,300 00	2,945 47	313,568 72
46	Laporte	14,189	32,776 59	1,665 80	48,133 25	9,500 00	1,528 32	93,603 96
47	Lawrence	9,601	22,178 31	462 72	33,173 53	.....	1,532 78	57,347 34
48	Madison	20,147	46,539 57	686 88	69,177 15	10,567 12	2,584 60	129,555 32
49	Marion	66,733	154,153 23	541 46	34,027 95	79,600 00	9,654 18	277,976 82
50	Marshall	7,119	16,444 89	639 35	31,341 70	1,900 00	815 58	51,141 52
51	Martin	4,007	9,256 17	400 00	7,005 87	1,000 00	598 09	18,260 13
52	Miami	7,366	17,015 46	884 10	37,620 93	3,400 00	1,432 24	60,352 73
53	Monroe	7,434	17,172 54	1,316 07	23,500 04	.....	1,165 81	43,154 46
54	Montgomery	7,585	17,521 35	689 57	52,111 68	.....	1,111 24	71,433 84
55	Morgan	6,174	14,261 94	582 03	27,314 20	.....	1,215 78	43,373 95
56	Newton	3,068	7,087 08	1,467 56	17,966 98	200 00	245 49	26,967 11
57	Noble	5,901	13,631 31	632 79	35,576 97	2,800 00	436 80	53,077 87
58	Ohio	982	2,268 42	273 68	3,612 76	800 00	.....	6,954 86
59	Orange	4,878	11,268 18	400 48	13,114 79	400 00	1,561 90	26,745 35
60	Owen	3,872	8,944 32	568 58	12,522 69	.....	667 03	22,702 62
61	Parke	5,731	13,238 61	1,032 75	23,316 27	3,200 00	1,095 71	41,883 34
62	Perry	5,542	12,802 02	1,363 00	8,359 02	2,200 00	1,738 81	26,462 85
63	Pike	5,664	13,083 84	516 69	13,444 65	.....	1,345 43	28,390 61
64	Porter	5,655	13,063 05	717 53	32,266 88	3,800 00	1,213 75	51,061 21
65	Posey	6,015	13,894 65	1,415 16	26,691 39	4,200 00	1,511 37	47,712 57
66	Pulaski	4,224	9,757 44	756 23	19,557 35	.....	671 71	30,742 73
67	Putnam	5,360	12,381 60	745 14	30,733 62	.....	752 87	44,613 23
68	Randolph	7,675	17,729 25	1,004 56	44,245 40	.....	1,845 51	64,824 72

TUITION REVENUE.

APPORTIONMENT BY COUNTY AUDITORS, JULY, 1916.

No.	COUNTIES.	Number of Children in Each County.	Common School Revenue Apportioned.	Congressional Township Revenue, Including Receipts From Other Counties.	Tuition Revenue From Local Taxation Received Since Last Apportionment.	Revenue From Liquor Licenses Paid to School Corporations of County.	County Dog Fund.	Total Tuition Revenue.
69	Ripley	5,637	$13,021 47	$552 35	$11,373 21	$2,800 00	$1,727 43	$29,474 46
70	Rush	4,682	10,815 42	705 39	29,830 79	.....	1,684 63	43,036 23
71	Scott	2,563	5,920 53	255 27	6,827 06	.....	301 07	13,303 93
72	Shelby	7,169	16,560 39	537 52	36,734 74	3,200 00	1,688 84	58,721 49
73	Spencer	5,624	12,991 44	770 75	18,699 78	600 00	2,168 48	35,230 45
74	Starke	3,721	8,595 51	451 02	17,851 37	2,400 00	921 60	30,219 50
75	St. Joseph	26,051	60,177 81	1,409 59	95,514 79	18,000 00	2,633 43	177,735 62
76	Steuben	3,656	8,445 36	503 24	19,112 76	.....	581 40	28,642 76
77	Sullivan	9,711	22,432 41	400 00	38,744 63	400 00	1,447 07	63,424 11
88	Switzerland	2,490	5,751 90	728 43	6,608 09	.....	544 78	13,633 20
89	Tippecanoe	10,547	24,363 57	1,249 22	67,495 03	6,600 00	1,811 83	101,519 65
80	Tipton	4,831	11,159 61	941 23	19,080 48	.....	900 97	32,082 29
81	Union	1,409	3,254 79	811 00	11,285 22	.....	445 50	15,796 51
82	Vanderburgh	24,742	57,154 02	631 40	77,380 52	29,500 00	2,785 30	167,451 24
83	Vermillion	7,535	17,405 85	1,020 94	29,801 35	6,600 00	1,124 80	55,952 94
84	Vigo	25,863	59,743 53	1,715 62	122,519 15	32,690 00	1,358 39	218,026 69
85	Wabash	7,149	16,514 19	977 43	44,992 41	.....	1,842 82	64,326 85
86	Warren	2,748	6,347 88	1,681 50	17,440 91	.....	582 71	26,053 00
87	Warrick	6,671	15,410 01	615 00	19,453 15	.....	1,641 46	37,119 62
88	Washington	5,088	11,753 28	855 20	14,660 86	.....	1,452 55	28,721 89
89	Wayne	10,635	24,566 85	1,783 74	55,879 46	6,100 00	2,201 72	90,531 77
90	Wells	5,917	13,668 27	200 00	30,089 08	.....	925 06	44,882 41
91	White	5,220	12,058 20	1,258 10	27,555 72	.....	160 63	41,032 65
92	Whitley	4,690	10,833 90	532 40	20,809 68	1,000 00	947 01	34,122 99
	Total	774,342	$1,788,730 02	$74,845 41	$3,018,899 98	$397,371 33	$136,302 16	$5,416,148 90

SPECIAL SCHOOL REVENUE, 1915

COUNTY AUDITORS' REPORT OF DISTRIBUTION

No.	COUNTIES.	Special School Revenue, as Shown by December Settlement, 1914.	Special School Revenue, as Shown by May Settlement, 1915.	Additional Special School Revenue.	Special Revenue Derived From Special Levy Not to Exceed 10 Cents for Vocational Schools, Etc.	Total.
1	Adams	$22,967 51	$23,870 04	$16,549 27	$1,125 76	$64,512 58
2	Allen	86,044 01	95,646 26	58,786 42	1,079 07	241,555 76
3	Bartholomew	24,143 65	24,670 66	5,905 86	194 31	54,914 48
4	Benton	27,442 30	29,350 00	925 69	.....	57,717 99
5	Blackford	13,751 41	15,793 26	2,543 95	.....	32,088 62
6	Boone	36,044 38	46,526 03	8,633 36	319 32	91,523 09
7	Brown	3,930 89	4,235 35	174 60	.....	8,340 84
8	Carroll	19,781 90	23,961 87	.....	.....	43,743 77
9	Cass	40,017 36	51,082 46	17,920 23	.....	109,020 05
10	Clark	19,824 80	21,053 99	6,370 76	.....	47,249 55
11	Clay	24,709 03	29,964 86	19,075 76	.....	*73,749 65
12	Clinton	41,093 21	41,361 69	29,045 37	.....	111,500 27
13	Crawford	5,591 52	5,874 79	2,577 93	.....	14,044 24
14	Daviess	22,102 60	22,890 23	15,709 29	.....	60,702 12
15	Dearborn	12,894 56	18,229 13	3,539 71	.....	34,663 40
16	Decatur	26,230 25	28,643 50	12,331 37	.....	67,205 12
17	Dekalb	22,542 17	26,269 91	1,869 15	.....	50,681 23
18	Delaware	67,176 68	74,990 49	5,401 00	382 08	147,950 25
19	Dubois	9,413 18	11,190 32	2,788 30	.....	23,391 80
20	Elkhart	72,017 48	54,715 08	26,884 91	474 18	154,091 65
21	Fayette	21,929 15	24,643 77	.....	.....	46,572 92
22	Floyd	14,544 59	18,729 47	.....	.....	33,274 06
23	Fountain	30,789 65	32,620 06	3,230 09	.....	66,639 80
24	Franklin	10,252 22	11,470 92	428 48	621 47	22,773 09
25	Fulton	25,561 21	37,335 83	9,273 30	.....	72,170 34
26	Gibson	33,456 80	27,305 77	5,572 05	.....	66,334 62
27	Grant	52,955 34	56,598 83	4,196 95	.....	113,751 12
28	Greene	21,165 81	25,798 76	17,566 98	756 46	65,288 01
29	Hamilton	33,171 63	35,174 19	.....	.....	68,345 82
30	Hancock	25,748 26	28,305 45	.....	1,823 76	55,877 47
31	Harrison	10,434 88	10,348 00	3,326 71	.....	24,109 59
32	Hendricks	28,894 10	31,369 43	7,018 00	.....	67,281 53
33	Henry	47,033 09	53,725 92	13,468 01	936 28	115,163 30
34	Howard	46,724 87	46,776 07	23,829 41	.....	117,330 35
35	Huntington	37,234 39	38,451 53	16,313 15	569 13	92,568 20
36	Jackson	17,257 54	22,408 54	5,319 81	.....	44,985 89
37	Jasper	16,490 55	19,594 41	6,866 61	1,272 60	44,224 17
38	Jay	26,245 47	26,300 69	9,075 16	612 34	62,233 66
39	Jefferson	12,654 57	13,942 30	8,939 28	.....	35,536 15
40	Jennings	11,864 97	11,076 73	2,279 81	.....	25,221 51
41	Johnson	35,843 90	37,899 98	.....	.....	73,743 88
42	Knox	56,075 27	61,382 71	18,856 90	.....	136,314 88
43	Kosciusko	38,705 50	45,267 41	15,424 56	.....	99,397 47
44	Lagrange	21,622 43	22,906 50	6,193 30	.....	50,722 23
45	Lake	170,664 71	283,083 26	115,903 81	.....	569,651 78
46	Laporte	54,900 16	64,366 72	35,272 87	.....	154,539 75
47	Lawrence	25,826 26	26,076 03	.....	490,81	52,393 10
48	Madison	58,073 54	68,137 55	25,540 52	3,593 19	155,344 80

*$597.98 included in Clay City used to pay off bonds by the Civil Town—not paid to school board.

SPECIAL SCHOOL REVENUE, 1915

COUNTY AUDITORS' REPORT OF DISTRIBUTION—Continued

No.	COUNTIES.	Special School Revenue, as Shown by December Settlement, 1914.	Special School Revenue, as Shown by May Settlement, 1915.	Additional Special School Revenue.	Special Revenue Derived From Special Levy Not to Exceed 10 Cents for Vocational Schools, Etc.	Total.
49	Marion	$46,527 22	$54,717 82	$1,496,935 08	.....	$1,598,180 12
50	Marshall	26,345 49	29,198 11	7,533 71	$1,220 14	64,297 45
51	Martin	7,988 19	7,933 45	754 05	.....	16,675 69
52	Miami	32,505 78	36,721 76	15,894 34	73 99	85,195 87
53	Monroe	17,898 12	21,039 57	20,685 49	.....	59,623 18
54	Montgomery	52,890 68	54,439 35	19,778 90	1,085 02	128,193 95
55	Morgan	23,974 06	25,653 60	7,519 76	.....	57,147 42
56	Newton	14,041 66	18,475 69	3,839 16	.....	36,356 51
57	Noble	30,170 84	36,934 77	5,370 47	.....	72,476 08
58	Ohio	2,660 76	2,793 54	333 34	171 97	5,959 61
59	Orange	13,392 88	14,363 33	12,591 64	.....	40,347 85
60	Owen	10,673 76	12,215 33	4,366 72	257 99	27,513 80
61	Parke	27,028 85	27,178 44	2,013 90	.....	56,221 19
62	Perry	8,818 89	10,117 27	.....	.....	18,936 16
63	Pike	10,294 52	12,398 35	2,321 31	.....	25,014 18
64	Porter	31,205 09	35,517 18	4,070 43	2,713 63	73,506 33
65	Posey	24,214 40	24,929 22	7,806 34	.....	56,949 96
66	Pulaski	18,141 39	21,110 66	.....	.....	39,252 05
67	Putnam	22,242 81	21,660 10	4,955 81	.....	48,858 72
68	Randolph	51,199 71	52,694 03	27,706 64	.....	131,600 38
69	Ripley	9,926 60	11,626 58	4,595 85	.....	26,149 03
70	Rush	31,369 37	35,946 88	23,295 87	717 62	91,329 74
71	Scott	6,522 30	7,036 72	2,634 79	.....	16,193 81
72	Shelby	31,974 87	34,899 50	15,831 55	.....	82,705 92
73	Spencer	12,347 30	13,524 73	.....	.....	25,872 03
74	Starke	14,792 38	17,220 58	9,926 09	1,514 15	43,453 20
75	St. Joseph	96,978 38	123,624 85	96,338 74	5,727 55	322,669 52
76	Steuben	15,218 70	17,630 31	3,600 68	.....	36,449 69
77	Sullivan	38,527 76	41,052 99	.....	.....	79,580 75
78	Switzerland	5,897 42	6,483 76	.....	.....	12,381 18
79	Tippecanoe	66,728 30	76,146 78	54,684 29	9,458 91	207,018 28
80	Tipton	27,766 18	27,355 77	5,859 83	.....	60,981 78
81	Union	9,570 78	11,133 82	4,435 94	.....	25,140 54
82	Vanderburgh	114,651 39	111,521 39	.....	.....	226,172 78
83	Vermillion	28,150 29	31,936 49	6,826 50	1,897 29	68,810 57
84	Vigo	96,955 44	117,054 44	27,426 84	11,533 16	252,969 88
85	Wabash	50,878 96	52,010 39	24,101 93	.....	126,991 28
86	Warren*	16,770 16	16,098 28	980 82	976 67	34,825 93
87	Warrick	13,689 40	14,998 77	.....	.....	28,688 17
88	Washington	13,460 22	14,542 87	.....	.....	28,003 09
89	Wayne	54,245 44	76,674 59	43,181 23	.....	174,101 26
90	Wells	24,140 11	23,364 94	8,372 19	1,961 76	57,839 00
91	White	22,867 96	28,387 01	10,274 88	.....	61,529 85
92	Whitley	22,712 16	23,419 33	7,319 76	197 98	53,649 23
	Total	$2,882,196 72	$3,285,200 09	$2,585,093 56	$53,758 59	$8,806,248 96

*Includes $402.83 not in Column L, Form 12A—amount distributed to Civil Corporation of West Lebanon and used to pay bonds, also West Lebanon has been partially consolidated with Pike Township.

SPECIAL SCHOOL REVENUE, 1916

COUNTY AUDITORS' REPORT OF DISTRIBUTION

No.	COUNTIES.	1. Special School Revenue, as Shown by December Settlement, 1915.	2. Special School Revenue, as Shown by May Settlement, 1916.	3. Additional Special School Revenue.	4. Special Revenue Derived From Special Levy Not to Exceed 10 Cents for Maintenance of Vocational Schools or Departments.	5. Total.
1	Adams	$22,658 12	$29,741 63	$15,789 61	$1,129 40	$69,318 76
2	Allen	89,864 25	121,605 16	47,936 89	2,160 83	261,567 13
3	Bartholomew	22,512 85	30,019 49	6,899 60	5 30	59,437 24
4	Benton	25,634 67	35,457 87	1,764 51	.....	62,857 05
5	Blackford	14,244 44	17,997 21	4,037 36	4 76	36,283 77
6	Boone	41,863 83	46,501 00	10,050 86	.....	98,415 69
7	Brown	3,605 45	4,915 89	1 47	.....	8,522 81
8	Carroll	22,840 61	28,632 89	3,177 64	.....	54,651 14
9	Cass	45,182 86	57,730 19	19,555 82	.....	122,468 87
10	Clark	17,991 17	23,296 82	8,195 70	.....	49,483 69
11	Clay	26,650 22	29,831 29	19,444 01	.....	75,925 52
12	Clinton	39,877 68	46,023 66	31,214 53	.....	117,115 87
13	Crawford	5,296 71	5,612 11	2,609 51	.....	13,518 33
14	Daviess	20,310 39	28,416 87	20,079 64	.....	68,806 90
15	Dearborn	13,418 25	18,409 99	2,307 40	.....	34,135 64
16	Decatur	26,092 42	31,640 47	11,246 18	.....	68,979 07
17	Dekalb	24,267 43	33,878 12	2,143 88	.....	60,289 43
18	Delaware	72,890 97	89,499 97	8,287 83	454 11	171,132 88
19	Dubois	9,167 25	12,117 67	3,557 60	.....	24,842 52
20	Elkhart	56,913 93	80,208 42	37,251 81	987 61	175,361 77
21	Fayette	21,437 46	26,555 17	.....	.....	47,992 63
22	Floyd	15,261 50	23,668 99	.....	.....	38,930 49
23	Fountain	29,549 31	34,181 68	11,441 36	.....	75,172 35
24	Franklin	9,598 86	13,437 68	811 35	.....	23,847 89
25	Fulton	36,515 89	39,948 95	11,332 82	.....	87,797 66
26	Gibson	30,794 70	35,646 92	6,201 69	.....	72,643 31
27	Grant	52,624 92	59,924 87	23,227 80	.....	135,777 59
28	Greene	21,285 43	30,551 56	20,980 68	761 58	73,579 25
29	Hamilton	32,335 37	39,554 30	3,782 16	.....	75,671 83
30	Hancock	24,833 28	34,048 84	13,448 91	2,221 96	74,552 99
31	Harrison	9,571 23	13,030 49	4,780 28	.....	27,382 00
32	Hendricks	29,756 41	39,696 88	12,032 76	.....	81,486 05
33	Henry	51,139 24	61,433 17	19,965 32	878 92	133,416 65
34	Howard	42,322 86	53,714 12	.....	.....	96,036 98
35	Huntington	36,321 98	44,467 89	22,738 52	795 09	104,323 48
36	Jackson	18,820 00	25,231 82	10,506 63	.....	54,558 45
37	Jasper	17,095 90	24,537 17	9,386 84	1,606 92	52,626 83
38	Jay	25,107 14	30,820 47	7,793 53	564 17	64,285 31
39	Jefferson	12,467 60	16,442 11	9,613 08	.....	38,522 79
40	Jennings	11,853 56	12,553 41	2,672 54	.....	27,079 51
41	Johnson	35,595 58	42,245 33	.....	445 17	78,286 08
42	Knox	56,176 25	60,064 81	33,727 46	.....	149,968 52
43	Kosciusko	39,840 75	52,228 24	26,732 21	.....	118,801 20
44	Lagrange	22,795 42	28,123 42	6,673 66	.....	57,592 50
45	Lake	194,320 01	335,510 10	121,237 92	37,229 43	688,297 46
46	Laporte	54,245 36	77,053 02	39,176 33	1,191 04	171,665 75
47	Lawrence	23,533 92	27,969 61	12,980 40	989 29	65,473 22
48	Madison	62,224 19	74,267 72	36,658 21	7,862 43	181,012 55

SPECIAL SCHOOL REVENUE, 1916

COUNTY AUDITORS' REPORTS OF DISTRIBUTION—Continued

No.	COUNTIES.	1. Special School Revenue, as Shown by December Settlement, 1915.	2. Special School Revenue, as Shown by May Settlement, 1916.	3. Additional Special School Revenue.	4. Special Revenue Derived From Special Levy Not to Exceed 10 Cents for Maintenance of Vocational Schools or Departments.	5. Total.
49	Marion	$47,246 98	$59,923 68	$1,565,430 69	$1,423 47	$1,674,024 82
50	Marshall	26,350 02	34,033 60	8,515 22	1,259 27	70,158 11
51	Martin	7,011 43	8,352 10	1,563 76	.....	16,927 29
52	Miami	35,507 60	43,690 17	1,680 38	90 35	80,968 50
53	Monroe	18,170 37	23,035 84	11,693 18	2,338 60	55,237 99
54	Montgomery	49,630 69	62,059 36	28,770 31	1,079 98	141,540 34
55	Morgan	23,232 90	25,903 61	12,305 21	.....	61,441 72
56	Newton	15,648 14	19,899 41	4,165 91	.....	39,713 46
57	Noble	27,802 96	44,732 15	12,401 07	.....	84,936 18
58	Ohio	2,528 75	2,755 81	329 35	329 35	5,943 26
59	Orange	12,549 46	15,323 35	10,953 46	.....	38,826 27
60	Owen	11,357 15	13,097 75	9,262 36	265 23	33,982 49
61	Parke	24,130 73	30,149 78	3,606 35	.....	57,886 86
62	Perry	7,902 69	10,785 95	.....	.....	18,688 64
63	Pike	10,694 66	13,544 62	2,399 65	.....	26,638 93
64	Porter	31,714 01	40,021 35	4,096 87	2,731 24	78,563 47
65	Posey	22,183 73	27,084 01	9,332 81	.....	58,600 55
66	Pulaski	19,685 53	27,145 68	.....	.....	46,831 21
67	Putnam	20,369 58	25,688 82	4,530 16	.....	50,588 56
68	Randolph	48,649 31	62,555 05	35,177 24	.....	146,381 60
69	Ripley	10,272 34	13,254 95	4,910 78	.....	28,438 07
70	Rush	30,153 75	38,645 47	32,517 48	1,435 94	102,752 64
71	Scott	6,495 97	8,225 97	2,374 49	.....	17,096 43
72	Shelby	30,852 00	37,100 92	17,742 30	.....	85,695 22
73	Spencer	11,509 98	14,674 03	.....	.....	26,184 01
74	Starke	14,467 72	19,648 09	15,663 27	665 25	50,444 33
75	St. Joseph	104,024 20	132,297 93	82,876 51	437 34	319,635 98
76	Steuben	15,642 03	21,479 35	912 88	.....	38,034 26
77	Sullivan	37,423 23	44,877 65	1,498 26	.....	83,799 14
78	Switzerland	6,568 07	8,648 26	.....	.....	15,216 33
79	Tippecanoe	68,885 47	89,392 56	61,369 04	11,609 86	231,256 93
80	Tipton	25,171 73	25,748 88	4,360 14	.....	55,280 75
81	Union	9,565 66	12,947 31	5,708 81	.....	28,221 78
82	Vanderburgh	101,002 78	110,955 43	.....	.....	211,958 21
83	Vermillion	28,155 69	36,292 92	7,633 71	2,063 66	74,145 98
84	Vigo	100,010 44	104,324 16	43,205 32	23,301 34	270,841 26
85	Wabash	49,707 75	55,824 38	31,754 96	.....	137,287 09
86	Warren	14,345 41	20,645 78	559 27	600 86	36,151 32
87	Warrick	13,128 67	18,373 86	4,513 87	.....	36,016 40
88	Washington	13,670 37	14,715 32	.....	.....	28,385 69
89	Wayne	67,115 67	84,239 36	46,050 62	.....	197,405 65
90	Wells	22,321 91	29,660 03	8,572 47	1,987 98	62,542 39
91	White	24,504 71	34,001 54	3,750 93	.....	62,257 18
92	Whitley	21,180 55	26,563 10	7,813 25	.....	55,556 90
	Total	$2,907,250 41	$3,720,764 80	$2,833,456 65	$110,907 73	$9,572,379 59

SCHOOL ENUMERATION, 1915.

COUNTIES

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	No. between 14 and 16.
1	Adams	3,636	3,355	.....	.....	6,991	133	72	1,195
2	Allen	14,253	13,443	72	78	27,846	180	326	4,241
3	Bartholomew	3,404	3,200	46	50	6,700	53	152	985
4	Benton	1,682	1,660	8	5	3,355	42	80	626
5	Blackford	2,304	2,220	1	4	4,529	69	42	691
6	Boone	3,338	3,014	13	19	6,384	168	90	975
7	Brown	1,346	1,234	.....	.....	2,580	107	5	373
8	Carroll	2,264	2,247	.....	.....	4,511	86	182	743
9	Cass	4,560	4,387	17	22	8,986	28	252	1,231
10	Clark	4,673	4,402	538	477	10,090	299	96	1,520
11	Clay	4,782	4,503	58	52	9,395	250	172	1,275
12	Clinton	3,799	3,484	16	6	7,305	143	217	1,021
13	Crawford	1,925	1,782	.....	.....	3,707	120	60	516
14	Daviess	4,401	4,010	36	44	8,491	151	91	1,307
15	Dearborn	2,930	2,720	33	25	5,708	175	93	937
16	Decatur	2,599	2,477	6	16	5,098	86	114	835
17	Dekalb	3,370	3,169	3	2	6,544	139	267	865
18	Delaware	7,651	7,447	264	276	15,638	299	92	2,612
19	Dubois	3,365	3,161	.....	.....	6,526	62	105	931
20	Elkhart	6,639	6,223	15	10	12,887	234	256	2,054
21	Fayette	1,843	1,723	60	59	3,685	83	128	490
22	Floyd	4,478	4,123	490	399	9,490	347	270	401
23	Fountain	2,652	2,546	3	.....	5,201	66	101	866
24	Franklin	2,097	2,107	.....	1	4,205	158	16	641
25	Fulton	2,532	2,338	.....	1	4,871	81	39	783
26	Gibson	4,353	4,038	219	217	8,827	162	95	1,160
27	Grant	7,178	6,764	228	239	14,409	68	504	2,116
28	Greene	5,924	5,630	12	12	11,578	183	438	1,589
29	Hmilton	3,560	3,273	61	56	6,950	173	79	1,153
30	Hancock	2,293	2,154	7	14	4,468	48	251	780
31	Harrison	3,084	2,825	33	35	5,977	87	115	959
32	Hendricks	2,737	2,623	17	11	5,388	159	80	862
33	Henry	3,644	3,468	56	60	7,228	157	102	1,131
34	Howard	4,676	4,526	69	69	9,340	127	84	1,176
35	Huntington	4,231	3,815	1	.....	8,047	65	182	1,083
36	Jackson	3,895	3,583	20	19	7,517	269	6	995
37	Jasper	2,259	2,067	1	.....	4,327	145	41	527
38	Jay	3,540	3,313	13	23	6,889	151	201	1,125
39	Jefferson	2,888	2,525	70	95	5,578	71	91	794
40	Jennings	2,139	2,036	41	54	4,270	266	24	601
41	Johnson	2,681	2,470	59	69	5,279	173	105	875
42	Knox	6,737	6,224	65	75	13,101	510	47	1,847
43	Kosciusko	3,994	3,703	5	.....	7,702	260	149	1,136
44	Lagrange	2,079	1,943	.....	.....	4,022	96	106	630
45	Lake	15,294	14,201	99	66	29,660	1,176	534	3,581
46	Laporte	7,265	6,865	8	13	14,151	279	725	1,857
47	Lawrence	5,108	4,610	35	34	9,787	539	348	1,510
48	Madison	9,654	9,059	73	114	18,900	132	425	2,358
49	Marion	30,412	29,645	2,514	2,626	65,197	267	182	12,003
50	Marshall	3,672	3,357	7	5	7,041	142	134	992
51	Martin	2,160	1,928	.....	.....	4,088	113	93	582
52	Miami	3,802	3,605	15	12	7,434	309	318	1,044

SCHOOL ENUMERATION, 1915.

COUNTIES—Continued.

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	No. between 14 and 16.
53	Monroe	3,825	3,407	77	70	7,379	138	219	979
54	Montgomery	3,774	3,499	47	28	7,348	37	199	1,120
55	Morgan	3,216	3,046	12	14	6,288	124	76	972
56	Newton	1,673	1,453	.....	2	3,128	147	61	555
57	Noble	3,114	2,890	.....	1	6,005	71	125	880
58	Ohio	481	439	23	25	968	9	23	144
59	Orange	2,640	2,418	19	19	5,096	152	52	693
60	Owen	2,009	1,815	15	9	3,848	99	127	561
61	Parke	3,052	2,731	12	15	5,810	108	200	904
62	Perry	2,890	2,713	11	18	5,632	130	365	827
63	Pike	3,054	2,727	20	8	5,809	57	78	865
64	Porter	2,924	2,660	4	.....	5,588	122	128	826
65	Posey	2,889	2,820	119	110	5,938	177	197	899
66	Pulaski	2,196	2,017	5	5	4,223	93	123	558
67	Putnam	2,805	2,650	25	32	5,512	131	149	746
68	Randolph	3,924	3,732	32	23	7,711	189	113	1,293
69	Ripley	2,961	2,661	.....	.....	5,622	91	61	831
70	Rush	2,335	2,253	73	44	4,705	88	76	779
71	Scott	1,303	1,316	4	3	2,626	140	12	368
72	Shelby	3,666	3,356	81	104	7,207	66	80	946
73	Spencer	2,877	2,550	90	101	5,618	126	70	943
74	Starke	1,968	1,744	6	2	3,720	103	53	558
75	St. Joseph	12,898	12,364	90	74	25,426	301	114	3,034
76	Steuben	1,866	1,739	1	3	3,609	121	38	600
77	Sullivan	5,153	4,827	19	15	10,014	273	236	1,487
78	Switzerland	1,365	1,136	5	5	2,511	115	41	353
79	Tippecanoe	5,453	5,208	62	56	10,779	77	133	1,598
80	Tipton	2,471	2,351	.....	.....	4,822	40	40	646
81	Union	712	648	12	15	1,387	59	44	197
82	Vanderburgh	11,910	11,314	1,056	1,052	25,332	565	92	4,372
83	Vermillion	3,643	3,456	29	15	7,143	583	46	917
84	Vigo	12,678	12,007	427	461	25,573	504	252	3,454
85	Wabash	3,589	3,310	44	17	6,960	29	258	1,308
86	Warren	1,447	1,292	6	1	2,746	69	58	381
87	Warrick	3,498	3,202	95	90	6,885	276	45	920
88	Washington	2,707	2,401	.....	.....	5,108	34	198	827
89	Wayne	5,422	4,953	164	154	10,693	169	205	1,324
90	Wells	3,124	2,915	.....	.....	6,039	67	55	910
91	White	2,686	2,514	2	3	5,205	85	94	780
92	Whitley	2,467	2,264	.....	.....	4,731	157	56	658
	Total	388,447	364,023	8,094	8,058	768,622	15,608	13,369	113,590

SCHOOL ENUMERATION, 1915

TOWNSHIPS

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gain Over Last Year.	Losses Over Last Year.	No. between 14 and 16.
1	Adams	2,666	2,331	.....	.....	4,997	133	23	846
2	Allen	4,852	4,161	.....	.....	9,013	178	171	1,417
3	Bartholomew	2,055	1,896	11	11	3,973	32	129	590
4	Benton	1,506	1,470	.....	.....	2,976	41	80	546
5	Blackford	918	864	.....	.....	1,782	21	16	237
6	Boone	2,491	2,215	5	4	4,715	134	90	693
7	Brown	1,288	1,181	.....	.....	2,469	107	4	356
8	Carroll	1,811	1,812	.....	.....	3,623	32	182	594
9	Cass	1,960	1,857	4	4	3,825	21	179	566
10	Clark	2,272	2,109	136	140	4,657	143	70	872
11	Clay	2,971	2,707	.....	.....	5,678	162	119	809
12	Clinton	2,474	2,229	.....	2	4,705	73	217	678
13	Crawford	1,500	1,414	.....	.....	2,914	91	48	418
14	Daviess	2,957	2,630	15	14	5,616	88	91	851
15	Dearborn	1,615	1,401	21	11	3,048	112	92	472
16	Decatur	1,687	1,650	.....	.....	3,337	29	95	482
17	Dekalb	1,890	1,698	.....	.....	3,588	116	85	502
18	Delaware	3,641	3,379	89	96	7,205	189	84	1,077
19	Dubois	2,415	2,187	.....	.....	4,602	35	34	687
20	Elkhart	2,815	2,501	5	3	5,324	193	99	844
21	Fayette	835	780	3	3	1,621	80	8	228
22	Floyd	1,162	1,070	21	14	2,267	19	270	391
23	Fountain	1,697	1,583	.....	.....	3,280	10	101	563
24	Franklin	1,717	1,695	.....	1	3,413	123	16	498
25	Fulton	2,000	1,793	.....	.....	3,793	55	35	632
26	Gibson	3,154	2,923	103	88	6,268	76	95	820
27	Grant	2,834	2,559	73	89	5,555	34	349	834
28	Greene	4,124	3,882	7	8	8,021	137	109	1,094
29	Hamilton	2,576	2,369	27	27	4,999	104	79	836
30	Hancock	1,683	1,528	1	6	3,218	48	162	577
31	Harrison	2,705	2,460	20	22	5,207	78	92	808
32	Hendricks	2,564	2,397	10	9	4,980	159	65	768
33	Henry	2,209	2,099	10	17	4,335	154	72	659
34	Howard	2,309	2,078	15	8	4,410	87	84	556
35	Huntington	2,233	1,887	.....	.....	4,120	18	128	545
36	Jackson	2,693	2,316	3	2	5,014	202	4	695
37	Jasper	1,766	1,529	.....	.....	3,295	132	27	400
38	Jay	2,216	2,043	1	1	4,261	146	67	692
39	Jefferson	1,913	1,614	27	24	3,578	54	91	494
40	Jennings	1,722	1,617	22	25	3,386	247	24	496
41	Johnson	1,688	1,447	9	6	3,150	39	83	508
42	Knox	3,770	3,194	23	16	7,003	361	47	1,078
43	Kosciusko	3,046	2,694	.....	.....	5,740	164	132	873
44	Lagrange	1,889	1,779	.....	.....	3,668	82	106	555
45	Lake	1,734	1,598	4	5	3,341	70	151	428
46	Laporte	2,587	2,341	.....	1	4,929	279	90	691
47	Lawrence	3,143	2,735	4	4	5,886	539	272	931
48	Madison	3,218	2,994	.....	.....	6,212	122	168	782

SCHOOL ENUMERATION, 1915

TOWNSHIPS—Continued

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gain Over Last Year.	Losses Over Last Year.	No. between 14 and 16.
49	Marion	3,769	3,491	118	111	7,489	190	175	1,157
50	Marshall	2,517	2,173	2	2	4,694	83	105	668
51	Martin	1,629	1,468	.....	.....	3,097	85	69	437
52	Miami	2,175	2,056	1	2	4,234	37	291	617
53	Monroe	2,394	2,040	3	2	4,439	64	219	617
54	Montgomery	2,522	2,286	.....	1	4,809	37	184	784
55	Morgan	2,229	2,117	8	5	4,359	113	76	697
56	Newton	1,081	869	.....	1	1,951	113	25	371
57	Noble	2,123	1,965	.....	.....	4,088	70	113	578
58	Ohio	344	316	.....	2	662	9	12	100
59	Orange	1,964	1,721	.....	.....	3,685	120	48	565
60	Owen	1,663	1,470	4	2	3,139	92	125	465
61	Parke	2,581	2,258	1	3	4,843	75	195	710
62	Perry	1,969	1,893	5	11	3,878	110	160	537
63	Pike	2,758	2,470	18	8	5,254	57	78	796
64	Porter	2,074	1,857	4	.....	3,935	122	122	626
65	Posey	1,962	1,888	16	14	3,880	161	95	589
66	Pulaski	1,966	1,786	5	3	3,760	75	123	487
67	Putnam	2,176	1,981	7	5	4,169	73	131	597
68	Randolph	2,725	2,570	28	17	5,340	178	73	799
69	Ripley	2,280	1,980	.....	.....	4,260	52	50	613
70	Rush	1,641	1,548	18	9	3,216	80	73	498
71	Scott	1,073	1,048	4	3	2,128	128	12	306
72	Shelby	2,471	2,190	9	12	4,682	62	80	654
73	Spencer	2,254	1,994	50	51	4,349	74	60	688
74	Starke	1,395	1,238	6	2	2,641	103	46	370
75	St. Joseph	2,555	2,179	1	.....	4,735	115	75	600
76	Steuben	1,395	1,270	.....	.....	2,665	91	34	448
77	Sullivan	3,674	3,316	8	2	7,000	248	185	1,043
78	Switzerland	1,159	957	3	3	2,122	109	38	297
79	Tippecanoe	2,335	2,045	3	1	4,384	77	92	753
80	Tipton	1,910	1,780	.....	.....	3,690	12	40	514
81	Union	541	502	8	10	1,061	47	44	157
82	Vanderburgh	2,752	2,435	68	56	5,311	425	92	891
83	Vermillion	2,099	1,993	4	.....	4,096	273	46	582
84	Vigo	4,249	3,762	91	84	8,186	222	127	1,302
85	Wabash	2,294	2,029	24	2	4,349	29	109	794
86	Warren	1,188	1,084	6	1	2,279	54	49	309
87	Warrick	2,747	2,454	26	15	5,242	235	7	710
88	Washington	2,079	1,838	.....	.....	3,917	18	144	643
89	Wayne	2,098	1,858	50	49	4,055	147	88	506
90	Wells	2,508	2,290	.....	.....	4,798	62	55	760
91	White	1,949	1,770	2	3	3,724	71	83	543
92	Whitley	1,773	1,592	.....	.....	3,365	139	56	453
	Total	204,011	184,523	1,270	1,153	390,957	10,286	8,939	58,600

SCHOOL ENUMERATION, 1915

TOWNS.

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	Between 14 and 16.
1	Adams	303	395	.....	.....	698	.....	19	125
2	Allen	35	26	.....	.....	61	2	.....	9
3	Bartholomew	244	214	2	2	462	21	.....	61
4	Benton	176	190	8	5	379	1	.....	80
5	Blackford	.....	.....	.....	.....	.....	.....	.....	.....
6	Boone	174	157	.....	2	333	2	.....	66
7	Brown	58	53	.....	.....	111	.....	1	17
8	Carroll	188	192	.....	.....	380	30	.....	58
9	Cass	203	208	.....	.....	411	7	.....	61
10	Clark	512	512	20	19	1,063	2	26	196
11	Clay	416	421	2	4	843	.....	53	110
12	Clinton	.....	.....	.....	.....	.....	.....	.....	.....
13	Crawford	425	368	.....	.....	793	29	12	98
14	Daviess	273	301	.....	.....	574	14	.....	87
15	Dearborn	253	276	4	2	535	31	1	70
16	Decatur	159	139	.....	.....	298	.....	19	48
17	Dekalb	273	248	2	.....	523	16	20	75
18	Delaware	364	335	.....	.....	699	13	8	91
19	Dubois	551	589	.....	.....	1,140	27	27	143
20	Elkhart	504	509	1	1	1,015	11	16	120
21	Fayette	125	93	2	.....	220	3	.....	42
22	Floyd	38	42	.....	.....	80	9	.....	10
23	Fountain	.....	.....	.....	.....	.....	.....	.....	.....
24	Franklin	380	412	.....	.....	792	35	.....	143
25	Fulton	83	91	.....	.....	174	.....	4	44
26	Gibson	278	264	17	18	577	15	.....	85
27	Grant	806	776	6	6	1,594	.....	107	200
28	Greene	502	442	5	4	953	46	13	189
29	Hamilton	437	395	8	.....	840	56	.....	148
30	Hancock	137	148	.....	.....	285	.....	12	68
31	Harrison	379	365	13	13	770	9	23	151
32	Hendricks	173	226	7	2	408	.....	15	94
33	Henry	343	347	9	8	707	3	1	112
34	Howard	.....	.....	.....	.....	.....	.....	.....	.....
35	Huntington	521	493	.....	.....	1,014	47	24	137
36	Jackson	367	401	.....	.....	768	8	2	87
37	Jasper	190	222	.....	.....	412	.....	14	57
38	Jay	234	232	.....	.....	466	5	38	70
39	Jefferson	.....	.....	.....	.....	.....	.....	.....	.....
40	Jennings	57	48	2	8	115	4	.....	17
41	Johnson	484	494	3	6	987	9	22	148
42	Knox	.....	.....	.....	.....	.....	.....	.....	.....
43	Kosciusko	400	416	1	.....	817	46	17	110
44	Lagrange	190	164	.....	.....	354	14	.....	75
45	Lake	1,180	1,096	.....	.....	2,276	207	5	290
46	Laporte	.....	.....	.....	.....	.....	.....	.....	.....
47	Lawrence	.....	.....	.....	.....	.....	.....	.....	.....
48	Madison	553	574	1	.....	1,128	10	43	162

SCHOOL ENUMERATION, 1915

TOWNS—Continued.

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	Between 14 and 16.
49	Marion	238	209	.....	.....	447	73	7	52
50	Marshall	683	714	5	3	1,405	59	24	190
51	Martin	144	139	.....	.....	283	.....	24	55
52	Miami	182	184	.....	.....	366	25	27	38
53	Monroe	.....	.....	.....	.....	.....	.....	.....	.....
54	Montgomery	123	110	.....	.....	233	.....	6	51
55	Morgan	226	220	.....	.....	446	8	.....	55
56	Newton	592	584	.....	1	1,177	34	36	184
57	Noble	133	144	.....	.....	277	.....	9	32
58	Ohio	.....	.....	.....	.....	.....	.....	.....	.....
59	Orange	676	697	19	19	1,411	32	4	128
60	Owen	346	345	11	7	709	7	2	96
61	Parke	471	473	11	12	967	33	5	194
62	Perry	59	49	.....	.....	108	.....	16	17
63	Pike	296	257	2	.....	555	.....	.....	69
64	Porter	.....	.....	.....	.....	.....	.....	.....	.....
65	Posey	264	259	.....	.....	523	16	.....	93
66	Pulaski	230	231	.....	2	463	18	.....	71
67	Putnam	237	233	.....	.....	470	19	18	106
68	Randolph	243	221	.....	.....	464	6	11	89
69	Ripley	361	356	.....	.....	717	34	11	119
70	Rush	73	77	27	14	191	.....	3	26
71	Scott	230	268	.....	.....	498	12	.....	62
72	Shelby	.....	.....	.....	.....	.....	.....	.....	.....
73	Spencer	296	261	12	5	574	11	10	127
74	Starke	573	506	.....	.....	1,079	.....	7	188
75	St. Joseph	147	132	.....	.....	279	.....	10	39
76	Steuben	164	161	.....	2	327	24	4	66
77	Sullivan	869	838	2	3	1,712	17	51	225
78	Switzerland	59	50	.....	.....	109	6	1	15
79	Tippecanoe	378	400	5	2	785	.....	5	152
80	Tipton	.....	.....	.....	.....	.....	.....	.....	.....
81	Union	171	146	4	5	326	12	.....	40
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	189	208	.....	.....	397	32	.....	42
84	Vigo	700	634	2	5	1,341	.....	125	167
85	Wabash	263	270	.....	.....	533	.....	27	64
86	Warren	259	208	.....	.....	467	15	9	72
87	Warrick	179	168	38	35	420	41	.....	84
88	Washington	628	563	.....	.....	1,191	16	54	184
89	Wayne	508	425	7	5	945	22	7	137
90	Wells	.....	.....	.....	.....	.....	.....	.....	.....
91	White	461	470	.....	.....	931	14	.....	128
92	Whitley	254	236	.....	.....	490	9	.....	96
	Total	24,873	24,320	258	220	49,671	1,327	1,055	7,507

SCHOOL ENUMERATION, 1915

CITIES

No.	COUNTIES.	CITIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	Number Between 14 and 16.
1	Adams	Decatur	667	629			1,296		30	224
2	Allen	Ft. Wayne	9,366	9,256	72	78	18,772		155	2,815
3	Bartholomew	Columbus	1,105	1,090	33	37	2,265		23	334
4	Benton									
5	Blackford	Montpelier	1,035	1,020		4	2,059	48		372
		Hartford City	351	336	1		688		26	82
6	Boone	Lebanon	673	642	8	13	1,336	32		216
7	Brown									
8	Carroll	Delphi	265	243			508	24		91
9	Cass	Logansport	2,397	2,322	13	18	4,750		73	604
10	Clark	Jeffersonville	1,889	1,781	382	318	4,370	154		452
11	Clay	Brazil	1,395	1,375	56	48	2,874	88		356
12	Clinton	Frankfort	1,325	1,255	16	4	2,600	70		343
13	Crawford									
14	Daviess	Washington	1,171	1,079	21	30	2,301	49		369
15	Dearborn	Aurora	553	531			1,084	23		215
		Lawrenceburg	509	512	8	12	1,041	9		180
16	Decatur	Greensburg	753	688	6	16	1,463	57		305
17	Dekalb	Auburn	439	446	1	1	887		80	94
		Butler	204	192			396	7		84
		Garrett	564	585		1	1,150		82	110
18	Delaware	Muncie	3,646	3,733	175	180	7,734	97		1,444
19	Dubois	Huntingburg	399	385			784		44	101
20	Elkhart	Elkhart	2,243	2,258	9	6	4,516		141	855
		Goshen	1,077	955			2,032	30		235
21	Fayette	Connersville	883	850	55	56	1,844		120	220
22	Floyd	New Albany	3,278	3,011	469	385	7,143	319		
23	Fountain	Attica	462	466			928	20		114
		Covington	255	264	3		522	20		94
		Veedersburg	238	233			471	16		95
24	Franklin									
25	Fulton	Rochester	449	454		1	904	26		104
26	Gibson	Princeton	921	851	99	111	1,982	71		255
27	Grant	Gas City	489	438			927		48	141
		Marion	3,049	2,991	149	144	6,333	34		941
28	Greene	Jasonville	555	556			1,111		114	143
		Linton	743	750			1,493		202	163
29	Hamilton	Noblesville	547	509	26	29	1,111	13		169
30	Hancock	Greenfield	473	478	6	8	965		77	135
31	Harrison									
32	Hendricks									
33	Henry	New Castle	1,092	1,022	37	35	2,186		29	360
34	Howard	Kokomo	2,367	2,448	54	61	4,930	40		620
35	Huntington	Huntington	1,477	1,435	1		2,913		30	401
36	Jackson	Seymour	835	866	17	17	1,735	59		213
37	Jasper	Rensselaer	303	316	1		620	13		70
38	Jay	Dunkirk	395	344	3	3	745		76	91
		Portland	695	694	9	19	1,417		20	272
39	Jefferson	Madison	975	911	43	71	2,000	17		300
40	Jennings	North Vernon	360	371	17	21	769	15		88
41	Johnson	Franklin	509	529	47	57	1,142	125		219
42	Knox	Bicknell	852	839			1,691	53		202
		Vincennes	2,115	2,191	42	59	4,407	96		567
43	Kosciusko	Warsaw	548	593	4		1,145	50		153
44	Lagrange									

SCHOOL ENUMERATION, 1915

CITIES—Continued

No.	COUNTIES.	CITIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains.	Losses.	Number Between 14 and 16.
		Crown Point	378	374	.....	.....	752	40	.....	70
		E. Chicago	3,497	3,209	8	5	6,719	739	.....	735
45	Lake	Gary	3,659	3,239	87	56	7,041	.....	378	1,049
		Hammond	3,728	3,622	.....	.....	7,350	12	.....	735
		Whiting	1,118	1,063	.....	.....	2,181	108	.....	274
46	Laporte	Laporte	1,563	1,501	2	2	3,068	.....	76	356
		Michigan City	3,115	3,023	6	10	6,154	.....	559	810
47	Lawrence	Bedford	1,513	1,452	10	4	2,979	.....	53	392
		Mitchell	452	423	21	26	922	.....	23	187
48	Madison	Anderson	3,420	3,255	60	100	6,835	.....	107	818
		Alexandria	694	661	12	14	1,381	.....	10	179
		Elwood	1,769	1,575	.....	.....	3,344	.....	97	417
49	Marion	Indianapolis	26,405	25,945	2,396	2,515	57,261	4	.....	10,794
50	Marshall	Plymouth	472	470	.....	.....	942	.....	5	134
51	Martin	Loogootee	387	321	.....	.....	708	28	.....	90
52	Miami	Peru	1,445	1,365	14	10	2,834	247	.....	389
53	Monroe	Bloomington	1,431	1,367	74	68	2,940	74	.....	362
54	Montgomery	Crawfordsville	1,129	1,103	47	27	2,306	.....	9	285
55	Morgan	Martinsville	761	709	4	9	1,483	3	.....	220
56	Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	Noble	Kendallville	615	562	.....	1	1,178	1	.....	165
		Ligonier	243	219	.....	.....	462	.....	3	105
58	Ohio	Rising Sun	137	123	23	23	306	.....	11	44
59	Orange	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Owen	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	Parke	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Perry	Cannelton	330	268	2	3	603	20	.....	122
		Tell City	532	503	4	4	1,043	.....	189	151
63	Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Porter	Valparaiso	850	803	.....	.....	1,653	.....	6	200
65	Posey	Mt. Vernon	663	673	103	96	1,535	.....	102	217
66	Pulaski	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Putnam	Greencastle	392	436	18	27	873	39	.....	43
68	Randolph	Union City	353	365	.....	.....	718	5	.....	154
		Winchester	603	576	4	6	1,189	.....	29	251
69	Ripley	Batesville	320	325	.....	.....	645	5	.....	99
70	Rush	Rushville	621	628	28	21	1,298	8	.....	255
71	Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Shelby	Shelbyville	1,195	1,166	72	92	2,525	4	.....	292
73	Spencer	Rockport	327	295	28	45	695	41	.....	128
74	Starke	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	St. Joseph	Mishawaka	1,962	1,788	1	4	3,755	.....	29	446
		So. Bend	8,234	8,265	88	70	16,657	186	.....	1,949
76	Steuben	Angola	307	308	1	1	617	6	.....	86
77	Sullivan	Sullivan	610	673	9	10	1,302	8	.....	219
78	Switzerland	Vevay	147	129	2	2	280	.....	2	41
79	Tippecanoe	Lafayette	2,740	2,763	54	53	5,610	.....	36	693
80	Tipton	Tipton	561	571	.....	.....	1,132	28	.....	132
81	Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	Evansville	9,158	8,879	988	996	20,021	140	.....	3,481
83	Vermillion	Clinton	1,355	1,255	25	15	2,650	278	.....	293
84	Vigo	Terre Haute	7,729	7,611	334	372	16,046	282	.....	1,985
86	Warren	Wabash	1,032	1,011	20	15	2,078	.....	122	450
86	Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Warrick	Boonville	572	580	31	40	1,223	.....	38	126
88	Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Wayne	Richmond	2,816	2,670	107	100	5,693	.....	110	681
90	Wells	Bluffton	616	625	.....	.....	1,241	5	.....	150
91	White	Monticello	276	274	.....	.....	550	.....	11	109
92	Whitley	Columbia City	440	436	.....	.....	876	9	.....	109
	Total	.....	159,563	155,180	6,566	6,685	327,994	3,995	3,375	47,483

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916.

TOWNSHIPS.

No	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
1	Adams	2,652	2,266	.....	.....	4,918	34	113	764
2	Allen	4,691	4,199	4	.....	8,894	146	265	1,275
3	Bartholomew	2,127	1,915	13	10	4,065	50	44	605
4	Benton	1,503	1,468	.....	.....	2,971	40	45	476
5	Blackford	889	881	.....	.....	1,770	2	14	260
6	Boone	2,496	2,187	5	2	4,690	59	84	702
7	Brown	1,292	1,151	.....	.....	2,443	40	66	346
8	Carroll	1,764	1,815	1	.....	3,580	60	103	519
9	Cass	1,959	1,874	1	1	3,835	90	80	635
10	Clark	2,243	2,129	154	141	4,667	118	108	721
11	Clay	2,928	2,679	.....	.....	5,607	45	116	948
12	Clinton	2,433	2,152	1	.....	4,586	32	151	661
13	Crawford	1,482	1,418	.....	.....	2,900	45	59	492
14	Daviess	2,949	2,541	15	17	5,522	48	142	960
15	Dearborn	1,626	1,460	19	8	3,113	47	76	569
16	Decatur	1,761	1,663	.....	.....	3,424	100	13	577
17	Dekalb	1,857	1,742	.....	.....	3,599	97	86	620
18	Delaware	3,702	3,458	95	103	7,358	290	137	1,084
19	Dubois	2,393	2,172	.....	.....	4,565	49	86	556
20	Elkhart	2,771	2,420	5	3	5,199	79	204	785
21	Fayette	809	757	3	2	1,571	23	73	239
22	Floyd	1,189	1,043	22	14	2,268	34	33	411
23	Fountain	1,722	1,569	.....	.....	3,291	50	39	520
24	Franklin	1,734	1,685	.....	1	3,420	93	86	473
25	Fulton	1,959	1,791	.....	.....	3,750	74	117	514
26	Gibson	3,112	2,904	111	88	6,215	26	79	499
27	Grant	2,804	2,641	82	79	5,606	163	112	874
28	Greene	4,174	3,839	4	9	8,026	112	107	1,113
29	Hamilton	2,566	2,314	26	17	4,923	28	104	981
30	Hancock	1,640	1,513	1	5	3,159	39	98	558
31	Harrison	2,633	2,456	16	22	5,127	75	155	801
32	Hendricks	2,496	2,403	12	10	4,921	70	129	771
33	Henry	2,227	2,184	18	18	4,447	171	59	584
34	Howard	2,263	2,059	16	8	4,346	66	130	647
35	Huntington	2,165	1,908	.....	.....	4,073	76	123	585
36	Jackson	2,658	2,316	3	3	4,980	50	84	700
37	Jasper	1,666	1,449	.....	.....	3,115	21	201	407
38	Jay	2,226	2,044	1	3	4,274	87	74	640
39	Jefferson	1,879	1,628	24	16	3,547	78	109	363
40	Jennings	1,736	1,600	27	23	3,386	108	108	496
41	Johnson	1,690	1,496	9	8	3,203	95	42	456
42	Knox	3,824	3 306	17	14	7 161	237	79	907
43	Kosciusko	3,156	2,740	1	.....	5,897	76	132	816
44	Lagrange	1,904	1,785	.....	.....	3,689	77	56	558
45	Lake	1,742	1 617	6	6	3,371	88	58	454
46	Laporte	2,612	2,354	.....	.....	4,966	122	85	737
47	Lawrence	3,073	2,693	4	7	5,777	67	176	727
48	Madison	3,329	3,006	.....	.....	6,335	234	111	86)

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916.

TOWNSHIPS—Continued.

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
49	Marion	3,646	3,423	98	80	7,247	303	545	1,132
50	Marshall	2,469	2,216	1	.....	4,686	38	46	678
51	Martin	1,566	1,417	.....	.....	2,983	23	137	396
52	Miami	2,178	1,988	2	2	4,170	64	128	588
53	Monroe	2,335	2,057	4	3	4,399	80	120	568
54	Montgomery	2,560	2,328	.....	.....	4,888	103	24	755
55	Morgan	2,196	2,038	9	3	4,246	50	163	581
56	Newton	1,024	863	.....	.....	1,887	48	112	303
57	Noble	2,119	1,858	.....	.....	3,977	21	132	594
58	Ohio	333	330	4	5	672	28	18	101
59	Orange	1,881	1,647	.....	.....	3,528	24	181	544
60	Owen	1,654	1,495	5	3	3,157	92	74	594
61	Parke	2,723	2,429	1	1	5,154	50	141	798
62	Perry	1,996	1,787	4	23	3,810	45	113	636
63	Pike	2,667	2,419	19	10	5,115	14	151	873
64	Porter	2,104	1,895	4	.....	4,003	94	26	652
65	Posey	1,965	1,838	18	15	3,836	47	91	592
66	Pulaski	1,964	1,787	3	4	3,758	61	63	602
67	Putnam	2,139	1,911	7	3	4,060	55	164	701
68	Randolph	2,727	2,534	30	11	5,302	84	122	*
69	Ripley	2,264	2,037	.....	.....	4,301	83	42	537
70	Rush	1,586	1,521	18	11	3,136	55	135	492
71	Scott	1,091	1,006	3	4	2,104	6	30	306
72	Shelby	2,471	2,186	9	25	4,691	78	69	681
73	Spencer	2,236	2,007	55	42	4,340	34	43	650
74	Starke	1,385	1,223	3	1	2,612	72	101	453
75	St. Joseph	2,569	2,228	1	.....	4,798	133	70	734
76	Steuben	1,440	1,274	.....	.....	2,714	119	70	373
77	Sullivan	3,548	3,197	6	4	6,755	39	284	1,116
78	Switzerland	1,150	957	1	2	2,110	36	48	331
79	Tippecanoe	2,315	2,100	2	1	4,418	128	94	796
80	Tipton	1,906	1,748	.....	1	3,655	39	74	584
81	Union	568	505	7	11	1,091	38	8	152
82	Vanderburgh	2,172	1,939	89	86	4,286	16	1,041	628
83	Vermillion	2,232	2,099	3	.....	4,334	276	38	531
84	Vigo	4,304	3,914	129	102	8,449	323	60	1,430
85	Wabash	2,315	1,997	19	3	4,334	45	60	788
86	Warren	1,254	1,153	5	1	2,413	67	58	375
87	Warrick	2,652	2,435	22	17	5,126	30	146	498
88	Washington	2,031	1,851	.....	.....	3,882	51	86	544
89	Wayne	2,139	1,935	48	43	4,165	126	16	588
90	Wells	2,493	2,248	.....	.....	4,741	29	86	645
91	White	2,064	1,909	.....	.....	3,973	93	54	534
92	Whitley	1,739	1,581	.....	.....	3,320	30	75	522
	Total	202,676	184,000	1,345	1,155	389,176	7,181	10,090	55,722

*Not reported.

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS

TOWNS

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
1	Adams	309	409	.....	.....	718	20	.....	125
2	Allen	37	33	.....	.....	70	9	.....	12
3	Bartholomew	203	187	.....	1	391	15	.....	46
4	Benton	189	201	9	7	406	27	.....	59
5	Blackford	.....	.....	.....	.....	.....	.....	.....	.....
6	Boone	182	169	.....	2	353	20	.....	74
7	Brown	60	58	.....	.....	118	7	.....	23
8	Carroll	166	191	.....	.....	357	.....	23	41
9	Cass	207	197	.....	.....	404	1	8	74
10	Clark	472	498	18	22	1,010	5	58	170
11	Clay	419	400	2	4	825	5	23	120
12	Clinton	.....	.....	.....	.....	.....	.....	.....	.....
13	Crawford	418	372	.....	.....	790	5	8	117
14	Daviess	272	309	.....	.....	581	7	.....	114
15	Dearborn	191	215	3	3	412	.....	29	67
16	Decatur	138	136	.....	.....	274	.....	24	39
17	Dekalb	253	227	2	.....	482	7	48	79
18	Delaware	328	334	.....	.....	662	.....	37	93
19	Dubois	215	206	.....	.....	421	13	2	45
20	Elkhart	537	515	.....	.....	1,052	39	2	126
21	Fayette	124	96	.....	2	222	2	.....	38
22	Floyd	46	53	.....	.....	99	19	.....	17
23	Fountain	.....	.....	.....	.....	.....	.....	.....	.....
24	Franklin	356	401	.....	.....	757	.....	35	137
25	Fulton	76	83	.....	.....	159	.....	15	46
26	Gibson	274	284	17	17	592	15	.....	46
27	Grant	788	682	5	4	1,479	13	128	213
28	Greene	513	450	8	4	975	22	.....	153
29	Hamilton	392	380	8	.....	780	.....	60	148
30	Hancock	140	150	.....	.....	290	5	.....	70
31	Harrison	401	370	16	13	800	38	8	146
32	Hendricks	202	222	6	2	432	24	.....	95
33	Henry	346	334	9	5	694	.....	13	125
34	Howard	.....	.....	.....	.....	.....	.....	.....	.....
35	Huntington	460	456	.....	.....	916	.....	98	138
36	Jackson	359	403	.....	.....	762	2	8	89
37	Jasper	210	222	.....	.....	432	20	.....	60
38	Jay	222	213	.....	.....	435	.....	31	86
39	Jefferson	.....	.....	.....	.....	.....	.....	.....	.....
40	Jennings	48	44	3	6	101	.....	14	17
41	Johnson	505	509	2	6	1,022	35	.....	140
42	Knox	.....	.....	.....	.....	.....	.....	.....	.....
43	Kosciusko	298	267	.....	1	566	1	39	72
44	Lagrange	192	170	.....	.....	362	8	.....	56
45	Lake	1,221	1,098	.....	.....	2,319	63	20	321
46	Laporte	.....	.....	.....	.....	.....	.....	.....	.....
47	Lawrence	.....	.....	.....	.....	.....	.....	.....	.....
48	Madison	554	558	1	1	1,114	22	36	178

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS

TOWNS—Continued

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
49	Marion	244	229	.....	.....	473	26	.....	85
50	Marshall	707	734	4	4	1,449	44	.....	185
51	Martin	143	146	.....	.....	289	6	.....	44
52	Miami	187	182	.....	.....	369	7	4	68
53	Monroe	.....	.....	.....	.....	.....	.....	.....	.....
54	Montgomery	112	113	.....	.....	225	.....	8	42
55	Morgan	239	246	.....	.....	485	39	.....	89
56	Newton	580	600	.....	1	1,181	38	34	205
57	Noble	135	145	.....	.....	280	3	.....	34
58	Ohio	.....	.....	.....	.....	.....	.....	.....	.....
59	Orange	658	656	19	17	1,350	44	105	184
60	Owen	354	344	8	9	715	6	.....	96
61	Parke	275	277	10	15	577	23	11	129
62	Perry	69	53	.....	.....	122	14	.....	14
63	Pike	298	249	2	.....	549	.....	8	67
64	Porter	.....	.....	.....	.....	.....	.....	.....	.....
65	Posey	264	245	.....	.....	509	.....	14	86
66	Pulaski	235	230	.....	1	466	3	.....	71
67	Putnam	223	243	.....	1	467	3	6	88
68	Randolph	231	211	.....	.....	442	.....	22	*
69	Ripley	338	346	.....	.....	684	1	34	115
70	Rush	78	75	27	16	196	5	.....	17
71	Scott	213	246	.....	.....	459	.....	39	62
72	Shelby	.....	.....	.....	.....	.....	.....	.....	.....
73	Spencer	317	270	8	8	603	40	11	91
74	Starke	573	529	5	2	1,109	37	7	194
75	St. Joseph	150	145	.....	.....	295	16	.....	63
76	Steuben	159	144	.....	1	304	2	25	58
77	Sullivan	789	802	2	3	1,596	11	127	212
78	Switzerland	55	44	.....	.....	99	.....	10	16
79	Tippecanoe	283	308	4	2	597	.....	188	83
80	Tipton	.....	.....	.....	.....	.....	.....	.....	*
81	Union	153	157	4	4	318	11	19	42
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	195	214	.....	.....	409	12	.....	52
84	Vigo	705	632	2	1	1,340	.....	1	241
85	Wabash	279	282	.....	.....	561	28	.....	84
86	Warren	186	149	.....	.....	335	.....	7	54
87	Warrick	173	161	39	35	408	.....	12	80
88	Washington	637	569	.....	.....	1,206	34	19	212
89	Wayne	517	449	7	6	979	36	2	182
90	Wells	.....	.....	.....	.....	.....	.....	.....	.....
91	White	369	334	1	.....	704	10	27	119
92	Whitley	250	239	.....	.....	489	2	3	76
	Total	23,696	23,100	251	226	47,273	970	1,510	7,355

*Not reported.

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916.

CITIES.

No.	COUNTIES.	CITIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	No. of Children Over 14 and Not Over 16 yrs. Old.
1	Adams	Decatur	646	629	.....	.....	1,275	.....	21	180
2	Allen	Ft. Wayne	9,438	9,418	75	87	19,018	246	.....	285
3	Bartholomew	Columbus	1,145	1,104	31	31	2,311	46	.....	380
4	Benton	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Blackford	Hartford City	1,062	1,012	1	2	2,077	18	.....	268
		Montpelier	358	332	1	.....	691	3	.....	94
6	Boone	Lebanon	682	696	9	13	1,400	64	.....	267
7	Brown	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Carroll	Delphi	269	253	.....	.....	522	14	.....	101
9	Cass	Logansport	2,460	2,270	26	25	4,781	31	.....	612
10	Clark	Jeffersonville	1,499	1,450	298	267	3,514	.....	856	390
11	Clay	Brazil	1,522	1,503	46	58	3,129	255	.....	768
12	Clinton	Frankfort	1,298	1,322	15	5	2,640	40	.....	318
13	Crawford	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Daviess	Washington	1,224	1,145	20	25	2,414	113	.....	326
15	Dearborn	Aurora	580	515	.....	.....	1,095	11	.....	193
		Lawrenceburg	492	504	8	15	1,019	.....	22	222
16	Decatur	Greensburg	754	704	5	16	1,479	16	.....	289
17	Dekalb	Auburn	485	495	.....	2	983	96	.....	122
		Butler	197	200	.....	.....	397	1	.....	46
		Garrett	720	563	.....	.....	1,283	133	.....	165
18	Delaware	Muncie	3,723	3,813	166	171	7,873	139	.....	902
19	Dubois	Huntingburg	409	401	.....	.....	810	26	.....	50
		Jasper	369	355	.....	.....	724	.....	6	135
20	Elkhart	Elkhart	2,481	2,356	6	4	4,847	331	.....	620
		Goshen	1,050	1,012	1	.....	2,063	31	.....	294
21	Fayette	Connersville	964	919	55	47	1,985	141	.....	204
22	Floyd	New Albany	3,207	2,939	525	450	7,121	.....	22	1,401
23	Fountain	Attica	509	493	.....	.....	1,002	74	.....	132
		Covington	256	273	3	.....	532	10	.....	99
		Veedersburg	230	231	.....	.....	461	.....	10	80
24	Franklin	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Fulton	Rochester	437	431	.....	1	869	.....	35	104
26	Gibson	Princeton	934	871	94	103	2,002	20	.....	401
27	Grant	Gas City	458	449	.....	.....	907	.....	20	125
		Marion	3,181	3,035	142	116	6,474	141	.....	1,151
28	Greene	Jasonville	595	563	.....	.....	1,158	47	.....	158
		Linton	795	811	.....	.....	1,606	113	.....	196
29	Hamilton	Noblesville	555	524	41	39	1,159	48	.....	163
30	Hancock	Greenfield	490	504	6	11	1,011	46	.....	139
31	Harrison	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Hendricks	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Henry	Newcastle	1,546	1,166	49	39	2,800	614	.....	272
34	Howard	Kokomo	2,612	2,625	60	54	5,351	421	.....	632
35	Huntington	Huntington	1,552	1,455	1	1	3,009	96	.....	432
36	Jackson	Seymour	841	842	18	21	1,722	.....	13	233
37	Jasper	Rensselaer	310	346	2	1	659	39	.....	78
38	Jay	Dunkirk	385	357	2	5	749	4	.....	41
		Portland	718	708	8	15	1,449	32	.....	290
39	Jefferson	Madison	893	896	41	66	1,896	.....	104	266
40	Jennings	North Vernon	366	364	24	21	775	6	.....	114
41	Johnson	Franklin	523	508	52	48	1,131	.....	11	133
42	Knox	Bicknell	948	894	.....	.....	1,842	151	.....	227
		Vincennes	2,273	2,264	45	57	4,639	232	.....	594
43	Kosciusko	Warsaw	569	594	4	.....	1,167	22	.....	188
44	Lagrange	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Lake	Crown Point	358	375	.....	.....	733	.....	19	68
		E. Chicago	3,902	3,584	9	4	7,499	780	.....	774
		Gary	4,173	3,661	117	103	8,054	1,013	.....	921
		Hammond	3,925	3,740	3	1	7,669	319	.....	866
		Whiting	1,198	1,105	.....	.....	2,303	122	.....	305

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916.

CITIES—Continued.

No.	COUNTIES.	CITIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	No. of Children Over 14 and Not Over 16 yrs. Old.
46	Laporte	Laporte	1,722	1,603	3	2	3,330	262	.....	358
		Michigan City	2,933	2,951	8	1	5,893	.....	261	1,043
47	Lawrence	Bedford	1,519	1,438	8	5	2,970	.....	9	424
		Mitchell	318	484	20	32	854	.....	68	147
		Alexandria	647	687	12	10	1,356	.....	25	175
48	Madison	Anderson	3,951	3,743	73	88	7,855	1,020	.....	1,339
		Elwood	1,935	1,552	.....	.....	3,487	143	.....	411
49	Marion	Indianapolis	27,210	26,359	2,709	2,735	59,013	1,752	.....	10,944
50	Marshall	Plymouth	489	495	.....	.....	984	42	.....	125
51	Martin	Loogootee	392	343	.....	.....	735	27	.....	110
52	Miami	Peru	1,444	1,356	17	10	2,827	.....	7	387
53	Monroe	Bloomington	1,476	1,413	68	78	3,035	95	.....	402
54	Montgomery	Crawfordsville	1,210	1,176	58	28	2,472	166	.....	315
55	Morgan	Martinsville	731	689	12	11	1,443	.....	40	220
56	Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	Noble	Kendallville	615	557	.....	2	1,174	.....	4	150
		Ligonier	240	230	.....	.....	470	8	.....	93
58	Ohio	Rising Sun	148	121	20	21	310	4	.....	45
59	Orange	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Owen	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	Parke	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Perry	Cannelton	315	275	1	2	593	.....	10	126
		Tell City	541	471	4	1	1,017	.....	26	145
63	Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Porter	Valparaiso	841	811	.....	.....	1,652	.....	1	241
65	Posey	Mt. Vernon	719	714	134	103	1,670	135	.....	260
66	Pulaski	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Putnam	Greencastle	389	402	20	22	833	.....	40	64
68	Randolph	Union City	366	356	2	2	726	8	.....	*
		Winchester	608	589	3	5	1,205	16	.....	*
69	Ripley	Batesville	320	332	.....	.....	652	7	.....	86
70	Rush	Rushville	650	639	35	26	1,350	52	.....	157
71	Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Shelby	Shelbyville	1,158	1,173	63	84	2,478	.....	47	304
73	Spencer	Rockport	338	275	29	39	681	.....	14	109
74	Starke	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	St. Joseph	Mishawaka	2,084	1,915	1	3	4,003	248	.....	499
		South Bend	8,392	8,397	95	71	16,955	298	.....	2,014
76	Steuben	Angola	329	308	1	.....	638	21	.....	74
77	Sullivan	Sullivan	654	688	8	10	1,360	58	.....	214
78	Switzerland	Vevay	153	128	.....	.....	281	1	.....	45
79	Tippecanoe	Lafayette	2,695	2,734	50	53	5,532	.....	78	928
80	Tipton	Tipton	599	577	.....	.....	1,176	44	.....	241
81	Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	Evansville	9,643	9,092	850	871	20,456	435	.....	2,189
83	Vermillion	Clinton	1,430	1,310	35	17	2,792	142	.....	332
84	Vigo	Terre Haute	7,729	7,608	360	377	16,074	28	.....	2,027
85	Wabash	Wabash	1,089	1,129	20	16	2,254	176	.....	311
86	Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Warrick	Boonville	510	548	38	41	1,137	.....	86	110
88	Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Wayne	Richmond	2,663	2,604	104	120	5,491	.....	202	1,004
90	Wells	Bluffton	586	590	.....	.....	1,176	.....	65	151
91	White	Monticello	270	273	.....	.....	543	.....	7	95
92	Whitley	Columbia City	455	426	.....	.....	881	5	.....	112
	Total	.....	165,072	159,140	6,871	6,810	337,893	11,298	2,129	46,340

*No Report.

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916

COUNTIES

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
1	Adams	3,607	3,304	.....	.....	6,911	54	134	1,069
2	Allen	14,166	13,650	79	87	27,982	401	265	1,572
3	Bartholomew	3,475	3,206	44	42	6,767	111	44	1,031
4	Benton	1,692	1,669	9	7	3,377	67	45	535
5	Blackford	2,309	2,225	2	2	4,538	23	14	622
6	Boone	3,360	3,052	14	17	6,443	143	84	1,043
7	Brown	1,352	1,209	.....	.....	2,561	47	66	369
8	Carroll	2,199	2,259	1	.....	4,459	74	126	661
9	Cass	4,626	4,341	27	26	9,020	122	88	1,321
10	Clark	4,214	4,077	470	430	9,191	123	1,022	1,281
11	Clay	4,869	4,582	48	62	9,561	305	139	1,836
12	Clinton	3,731	3,474	16	5	7,226	72	151	979
13	Crawford	1,900	1,790	.....	.....	3,690	50	67	609
14	Daviess	4,445	3,995	35	42	8,517	168	142	1,400
15	Dearborn	2,889	2,694	30	26	5,639	58	127	1,051
16	Decatur	2,653	2,503	5	16	5,177	116	37	905
17	Dekalb	3,512	3,227	3	2	6,744	334	134	1,032
18	Delaware	7,753	7,605	261	274	15,893	429	174	2,079
19	Dubois	3,386	3,134	.....	.....	6,520	88	94	786
20	Elkhart	6,839	6,303	12	7	13,161	480	206	1,825
21	Fayette	1,897	1,772	58	51	3,778	166	73	481
22	Floyd	4,442	4,035	547	464	9,488	53	55	1,829
23	Fountain	2,717	2,566	3	.....	5,286	134	49	831
24	Franklin	2,090	2,086	.....	1	4,177	93	121	610
25	Fulton	2,472	2,305	.....	1	4,778	74	167	664
26	Gibson	4,320	4,059	222	208	8,809	61	79	946
27	Grant	7,231	6,807	229	199	14,466	317	260	2,363
28	Greene	6,077	5,663	12	13	11,765	294	107	1,620
29	Hamilton	3,513	3,218	75	56	6,862	76	164	1,292
30	Hancock	2,270	2,167	7	16	4,460	90	98	767
31	Harrison	3,034	2,826	32	35	5,927	113	163	947
32	Hendricks	2,698	2,625	18	12	5,353	94	129	866
33	Henry	4,119	3,684	76	62	7,941	785	72	981
34	Howard	4,875	4,684	76	62	9,697	487	130	1,279
35	Huntington	4,177	3,819	1	1	7,998	172	221	1,155
36	Jackson	3,858	3,561	21	24	7,464	52	105	1,022
37	Jasper	2,186	2,017	2	1	4,206	80	201	545
38	Jay	3,551	3,322	11	23	6,907	123	105	1,057
39	Jefferson	2,772	2,524	65	82	5,443	78	213	629
40	Jennings	2,150	2,008	54	50	4,262	114	122	627
41	Johnson	2,718	2,513	63	62	5,356	130	53	729
42	Knox	7,045	6,464	62	71	13,642	620	79	1,728
43	Kosciusko	4,023	3,601	5	1	7,630	99	171	1,076
44	Lagrange	2,096	1,955	.....	.....	4,051	85	56	614
45	Lake	16,519	15,180	135	114	31,948	2,385	97	3,709
46	Laporte	7,267	6,908	11	3	14,189	384	346	2,138
47	Lawrence	4,910	4,615	32	44	9,601	67	253	1,298
48	Madison	10,416	9,546	86	99	20,147	1,419	172	2,963

ENUMERATION OF CHILDREN BETWEEN THE AGES OF 6 AND 21 YEARS, 1916

COUNTIES—Continued

No.	COUNTIES.	White Males.	White Females.	Colored Males.	Colored Females.	Totals.	Gains Over Last Year.	Losses Over Last Year.	Number of Children Over 14 and Not Over 16 Years Old.
49	Marion	31,100	30,011	2,807	2,815	66,733	2,081	545	12,161
50	Marshall	3,665	3,445	5	4	7,119	124	46	988
51	Martin	2,101	1,906	.....	.....	4,007	56	137	550
52	Miami	3,809	3,526	19	12	7.366	71	139	1,043
53	Monroe	3,811	3,470	72	81	7,434	175	120	970
54	Montgomery	3,882	3,617	58	28	7,585	269	32	1,112
55	Morgan	3,166	2,973	21	14	6,174	89	203	890
56	Newton	1,604	1,463	.....	1	3,068	86	146	508
57	Noble	3,109	2,790	.....	2	5,901	32	136	871
58	Ohio	481	451	24	26	982	32	18	146
59	Orange	2,539	2,303	19	17	4,878	68	286	728
60	Owen	2,008	1,839	13	12	3,872	98	74	690
61	Parke	2,998	2,706	11	16	5,731	73	152	927
62	Perry	2,921	2,586	9	26	5,542	59	149	921
63	Pike	2,965	2,668	21	10	5,664	14	159	940
64	Porter	2,945	2,706	4	.....	5,655	94	27	893
65	Posey	2,948	2,797	152	118	6,015	182	105	938
66	Pulaski	2,199	2,017	3	5	4,224	64	63	673
67	Putnam	2,751	2,556	27	26	5,360	58	210	853
68	Randolph	3,932	3,690	35	18	7,675	108	144	*
69	Ripley	2,922	2,715	.....	.....	5,637	91	76	738
70	Rush	2,314	2,235	80	53	4,682	112	135	666
71	Scott	1,304	1,252	3	4	2,563	6	69	368
72	Shelby	3,629	3,359	72	109	7,169	78	116	985
73	Spencer	2,891	2,552	92	89	5,624	74	68	850
74	Starke	1,958	1,752	8	3	3,721	109	108	647
75	St. Joseph	13,195	12,685	97	74	26,051	695	70	3,310
76	Steuben	1,928	1,726	1	1	3,656	142	95	505
77	Sullivan	4,991	4,687	16	17	9,711	108	411	1,542
78	Switzerland	1,358	1,129	1	2	2,490	37	58	392
79	Tippecanoe	5,293	5,142	56	56	10,547	128	360	1,807
80	Tipton	2,505	2,325	.....	1	4,831	83	74	825
81	Union	721	662	11	15	1,409	49	27	194
82	Vanderburgh	11,815	11,031	939	957	24,742	451	1,041	2,817
83	Vermillion	3,857	3,623	38	17	7,535	430	38	915
84	Vigo	12,738	12,154	491	480	25,863	351	61	3,698
85	Wabash	3,683	3,408	39	19	7,149	249	60	1,183
86	Warren	1,440	1,302	5	1	2,748	67	65	429
87	Warrick	3,335	3,144	99	93	6,671	30	244	688
88	Washington	2,668	2,420	.....	.....	5,088	85	105	756
89	Wayne	5,319	4,988	159	169	10,635	162	220	1,774
90	Wells	3,079	2,838	.....	.....	5,917	29	151	796
91	White	2,703	2,516	1	.....	5,220	103	88	748
92	Whitley	2,444	2,246	.....	.....	4,690	37	78	710
	Total	391,444	366,240	8,467	8,191	774,342	19,449	13,729	110,917

*Not reported.

TOTAL NUMBER OF PUPILS ENROLLED DURING THE YEAR 1914-1915.

No.	COUNTIES.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	Total in Townships	Total in Towns	Total in Cities	Total
1	Adams	837	570	592	575	569	535	406	406	164	118	107	112	4,991	3,215	774	1,002	4,991
2	Allen	2,584	1,557	1,499	1,552	1,544	1,344	1,103	987	487	301	264	188	13,410	5,128	53	8,229	13,410
3	Bartholomew	785	579	677	539	572	505	378	351	270	193	119	108	5,076	2,702	435	1,939	5,076
4	Benton	363	334	287	287	269	273	217	205	145	117	116	91	2,704	2,381	323	.....	2,704
5	Blackford	546	403	369	415	391	307	278	198	141	123	53	47	3,271	1,285	.....	1,986	3,271
6	Boone	716	542	584	675	532	512	495	461	184	183	130	138	5,152	3,613	312	1,227	5,152
7	Brown	427	181	284	260	247	165	147	114	49	35	18	25	1,952	1,790	162	.....	1,952
8	Carroll	446	373	398	395	418	372	314	379	228	149	124	98	3,694	2,772	403	519	3,694
9	Cass	957	797	749	769	737	655	584	532	307	230	205	163	6,685	2,907	512	3,266	6,685
10	Clark	952	605	646	614	583	508	437	345	176	122	104	95	5,187	2,901	614	1,672	5,187
11	Clay	1,169	778	911	774	806	688	606	470	264	196	158	152	6,972	4,065	863	2,044	6,972
12	Clinton	822	584	654	642	632	553	481	528	301	221	176	151	5,745	3,679	.....	2,066	5,745
13	Crawford	719	377	360	402	340	256	162	232	96	54	34	24	3,056	2,121	935	.....	3,056
14	Daviess	1,096	717	817	796	604	580	515	373	233	138	127	129	6,125	4,087	594	1,444	6,125
15	Dearborn	627	464	449	504	393	351	310	251	139	88	79	62	3,717	1,792	454	1,471	3,717
16	Decatur	542	465	477	452	411	397	341	291	186	151	117	88	3,918	2,498	331	1,089	3,918
17	DeKalb	746	571	559	636	620	521	485	386	244	179	113	99	5,159	2,427	626	2,106	5,159
18	Delaware	1,600	1,332	1,332	1,243	1,309	1,132	979	811	465	273	201	222	10,899	5,622	710	4,567	10,899
19	Dubois	803	519	536	500	466	281	248	235	108	66	56	70	3,888	2,628	368	892	3,888
20	Elkhart	1,423	1,152	1,119	1,121	985	1,005	884	908	479	300	268	236	9,880	3,771	1,018	5,091	9,880
21	Fayette	452	312	318	340	307	244	236	210	154	90	75	69	2,807	1,282	187	1,338	2,807
22	Floyd	953	596	603	642	599	500	385	321	130	111	99	88	5,027	1,321	90	3,616	5,027
23	Fountain	768	496	510	487	414	396	380	378	209	149	123	100	4,410	2,730	.....	1,680	4,410
24	Franklin	457	330	391	356	350	262	202	148	83	51	30	28	2,688	2,207	481	.....	2,688
25	Fulton	527	386	427	481	434	399	379	336	250	160	126	111	4,016	2,912	189	915	4,016
26	Gibson	1,130	869	832	846	758	596	586	421	311	189	162	148	6,848	4,691	523	1,634	6,848
27	Grant	1,704	1,315	1,392	1,289	1,165	938	916	750	412	332	248	203	10,664	4,281	1,515	4,868	10,664
28	Greene	1,653	1,198	1,179	1,128	1,029	894	698	662	372	238	187	138	9,376	6,000	941	2,435	9,376

TOTAL NUMBER OF PUPILS ENROLLED DURING THE YEAR 1914-1915—Continued

No.	COUNTIES.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	Total in Townships	Total in Towns	Total in Cities	Total
29	Hamilton	765	638	578	586	575	558	542	466	355	224	178	129	5,594	3,769	785	1,040	5,594
30	Hancock	557	462	402	426	360	388	356	291	211	151	117	100	3,821	2,521	334	966	3,821
31	Harrison	842	540	503	573	480	467	364	429	152	116	106	71	4,643	3,772	871	.....	4,643
32	Hendricks	644	575	494	476	457	413	400	387	257	197	175	140	4,615	4,157	458	.....	4,615
33	Henry	945	747	734	686	644	578	550	426	262	197	169	139	6,077	3,192	796	2,089	6,077
34	Howard	1,240	810	878	839	769	689	634	543	257	232	164	142	7,197	3,356	.....	3,841	7,197
35	Huntington	804	655	731	635	615	585	555	517	394	256	245	216	6,208	2,994	1,250	1,964	6,208
36	Jackson	812	643	687	671	547	502	415	386	237	145	121	120	5,286	3,281	703	1,302	5,286
37	Jasper	520	418	426	430	410	315	284	332	115	83	62	60	3,455	2,371	431	653	3,455
38	Jay	763	628	605	647	639	560	460	480	171	160	125	125	5,363	3,184	384	1,795	5,363
39	Jefferson	755	486	468	432	413	357	294	240	163	124	91	96	3,919	2,696	.....	1,223	3,919
40	Jennings	545	386	353	367	324	343	250	226	139	106	65	51	3,155	2,396	147	612	3,155
41	Johnson	623	440	468	494	469	374	388	310	287	180	142	142	4,317	2,399	929	989	4,317
*42	Knox	1,341	1,177	1,229	1,093	1,086	833	663	668	401	264	177	177	9,457	4,889	.....	4,568	9,457
43	Kosciusko	844	695	714	692	703	609	562	529	317	244	181	177	6,267	4,286	925	1,056	6,267
44	Lagrange	438	433	364	416	347	375	286	270	200	138	116	92	3,475	3,084	391	.....	3,475
45	Lake	5,049	2,531	2,160	2,040	1,685	1,476	1,203	879	753	425	253	219	18,673	1,721	1,388	15,564	18,673
46	Laporte	1,676	965	867	838	777	746	636	457	393	247	193	165	7,960	3,281	.....	4,679	7,960
47	Lawrence	1,830	875	854	861	738	656	460	467	299	173	123	128	7,464	4,633	.....	2,831	7,464
48	Madison	1,836	1,582	1,687	1,625	1,489	1,348	1,163	935	538	392	336	297	13,228	4,464	1,415	7,349	13,228
49	Marion	5,802	5,307	5,467	5,631	5,067	4,797	4,164	3,126	1,764	1,364	1,054	966	44,509	6,002	255	38,252	44,509
50	Marshall	828	665	599	672	616	522	526	453	293	217	177	124	5,692	3,333	1,484	875	5,692
51	Martin	584	296	402	341	310	276	199	232	67	56	38	26	2,827	2,286	265	276	2,827
52	Miami	767	682	641	743	682	518	504	484	231	178	130	100	5,660	3,233	497	1,930	5,660
53	Monroe	1,069	668	755	726	647	596	465	391	172	173	116	103	5,881	3,469	.....	2,412	5,881
54	Montgomery	966	673	630	696	667	614	529	524	398	286	259	230	6,472	4,214	315	1,943	6,472
55	Morgan	742	537	515	576	533	478	392	359	234	190	130	111	4,797	3,166	380	1,251	4,797
56	Newton	387	347	324	304	294	224	231	169	112	86	78	60	6,611	2,400	1,216	.....	2,616

57	Noble	618	506	490	535	511	481	415	428	243	204	144	135	4,710	2,996	329	1,385	4,710
58	Ohio	118	71	90	95	73	60	58	57	29	29	12	10	702	416	.....	286	702
59	Orange	694	452	501	565	530	391	331	319	100	77	61	53	4,074	2,451	1,623	.....	4,074
60	Owen	528	281	353	352	336	317	316	279	143	100	68	61	3,134	2,366	768	.....	3,134
61	Parke	799	534	602	601	510	467	401	343	144	119	105	82	4,707	3,788	919	.....	4,707
62	Perry	708	496	534	510	385	339	208	165	91	72	65	37	3,610	2,576	101	933	3,610
63	Pike	952	528	640	621	459	419	331	329	126	98	79	78	4,661	4,020	641	.....	4,661
64	Porter	563	492	511	476	430	395	377	311	235	129	74	70	4,063	3,009	.....	1,054	4,063
65	Posey	564	459	517	462	480	404	375	286	206	163	94	101	4,111	2,308	570	1,233	4,111
66	Pulaski	507	318	400	407	366	325	302	234	111	82	84	59	3,195	2,759	436	.....	3,195
67	Putnam	625	456	505	515	471	441	408	394	276	213	152	119	4,575	2,960	688	927	4,575
68	Randolph	918	708	674	695	676	662	527	516	341	267	182	186	6,352	4,350	494	1,508	6,352
69	Ripley	614	401	471	479	433	393	261	310	142	69	70	57	3,700	2,612	787	301	3,700
70	Rush	549	428	448	421	390	343	290	281	192	146	114	96	3,698	2,355	279	1,064	3,698
71	Scott	422	220	187	266	200	247	170	170	69	37	36	32	2,056	1,568	488	.....	2,056
72	Shelby	967	599	634	686	661	554	497	436	188	152	137	111	5,622	3,546	.....	2,076	5,622
73	Spencer	655	470	524	578	533	442	327	379	147	100	74	77	4,306	2,958	731	617	4,306
74	Starke	460	309	345	335	328	320	224	211	112	59	56	56	2,815	1,908	907	.....	2,815
75	St. Joseph	3,430	1,722	1,709	1,704	1,491	1,211	1,059	892	604	459	290	231	14,802	3,318	242	11,242	14,802
76	Steuben	363	331	347	355	305	288	274	259	167	109	91	72	2,961	2,123	285	553	2,961
77	Sullivan	1,629	1,006	1,085	920	888	794	677	610	308	193	189	157	8,456	5,402	1,768	1,286	8,456
78	Switzerland	410	210	232	262	211	213	189	186	61	52	44	41	2,111	1,596	201	314	2,111
79	Tippecanoe	1,006	765	847	759	770	690	603	453	374	285	217	227	6,996	3,325	672	2,999	6,996
80	Tipton	654	365	402	412	396	392	339	336	172	124	98	83	3,773	2,829	.....	944	3,773
81	Union	210	162	157	143	122	119	112	98	65	44	32	32	1,296	793	503	.....	1,296
82	Vanderburgh	3,138	1,884	1,683	1,573	1,300	1,192	883	881	499	318	207	136	13,694	2,852	.....	10,842	13,694
83	Vermillion	1,102	846	707	728	607	440	390	333	190	116	99	68	5,626	3,384	430	1,812	5,626
84	Vigo	3,442	2,269	2,321	2,201	2,026	1,671	1,365	1,365	890	368	325	260	18,503	6,493	1,115	10,915	18,503
85	Wabash	671	706	688	644	625	639	505	427	267	215	177	129	5,693	3,528	448	1,717	5,693
86	Warren	359	243	240	269	287	208	201	194	95	62	35	38	2,231	1,684	547	.....	2,231
87	Warrick	969	593	736	679	533	587	357	402	195	116	69	71	5,307	3,843	353	1,111	5,307
88	Washington	612	466	473	485	497	412	332	505	133	94	64	65	4,138	2,819	1,319	.....	4,138
89	Wayne	1,597	906	878	961	863	723	649	536	412	283	237	210	8,255	3,025	938	4,292	8,255
90	Wells	724	556	578	568	527	468	468	389	216	136	113	116	4,859	3,645	.....	1,214	4,859
91	White	646	482	503	475	443	420	410	390	184	165	152	121	4,391	2,594	1,197	600	4,391
92	Whitley	433	398	451	424	420	371	387	366	187	147	127	88	3,799	2,329	579	891	3,799
	Total	92,434	64,901	65,949	65,397	59,910	53,204	45,645	40,735	23,673	16,563	12,913	11,255	552,927	284,865	49,390	218,672	552,927

*Kindergarten.

ENROLLMENT BY SEX BY COUNTIES, 1914-15

No.	COUNTIES.	Enrollment by Sex by Counties, 1914-15.					Average Daily Attendance for Year 1914-1915.	
		Male White.	Male Colored.	Female White.	Female Colored.	Total.	Elementary Schools.	High Schools.
1	Adams	2,575	.....	2,416	.....	4,991	3,760	458
2	Allen	6,739	46	6,575	50	13,410	9,890	976
3	Bartholomew	2,531	38	2,467	40	5,076	3,754	617
4	Benton	1,319	7	1,373	5	2,704	1,391	420
5	Blackford	1,660	1	1,610	.....	3,271	2,545	304
6	Boone	2,645	10	2,485	12	5,152	3,998	586
7	Brown	1,030	.....	922	.....	1,952	1,437	117
8	Carroll	1,769	.....	1,925	.....	3,694	2,706	537
9	Cass	3,403	20	3,242	20	6,685	4,739	856
10	Clark	2,501	216	2,263	207	5,187	4,200	463
11	Clay	3,495	25	3,417	35	6,972	5,229	697
12	Clinton	2,947	12	2,781	5	5,745	4,296	775
13	Crawford	1,582	.....	1,474	.....	3,056	1,824	185
14	Daviess	3,093	34	2,965	33	6,125	4,708	567
15	Dearborn	1,883	22	1,799	13	3,717	2,671	321
16	Decatur	1,970	3	1,935	10	3,918	2,712	469
17	Dekalb	2,586	3	2,567	3	5,159	3,949	570
18	Delaware	5,215	133	5,439	112	10,899	7,916	935
19	Dubois	1,992	.....	1,896	.....	3,888	2,915	278
20	Elkhart	5,062	12	4,797	9	9,880	7,239	1,187
21	Fayette	1,384	39	1,326	58	2,807	2,003	345
22	Floyd	2,403	152	2,297	175	5,027	3,817	380
23	Fountain	2,193	2	2,215	.....	4,410	3,161	410
24	Franklin	1,352	.....	1,336	.....	2,688	2,076	158
25	Fulton	2,017	.....	1,998	1	4,016	2,879	704
26	Gibson	3,321	162	3,188	177	6,848	4,918	718
27	Grant	5,276	149	5,076	163	10,664	7,366	1,050
28	Greene	4,702	10	4,652	12	9,376	6,782	819
29	Hamilton	2,649	49	2,850	46	5,594	4,080	767
30	Hancock	1,893	6	1,919	13	3,821	2,633	519
31	Harrison	2,348	24	2,240	31	4,643	3,466	430
32	Hendricks	2,325	12	2,268	10	4,615	3,873	396
33	Henry	3,006	55	2,956	60	6,077	4,233	686
34	Howard	3,517	47	3,583	50	7,197	5,205	720
35	Huntington	3,217	.....	2,991	.....	6,208	4,323	955
36	Jackson	2,694	17	2,555	20	5,286	3,796	563
37	Jasper	1,755	.....	1,700	.....	3,455	2,414	287
38	Jay	2,708	11	2,627	17	5,363	3,965	519
39	Jefferson	1,966	46	1,828	79	3,919	2,802	420
40	Jennings	1,604	31	1,485	35	3,155	2,307	317
41	Johnson	2,146	39	2,084	48	4,317	2,897	699
42	Knox	4,705	49	4,636	67	9,457	6,631	885
43	Kosciusko	3,224	2	3,039	2	6,267	4,625	836
44	Lagrange	1,740	.....	1,735	.....	3,475	2,422	489
45	Lake	9,434	60	9,134	45	18,673	12,931	1,427
46	Laporte	4,010	7	3,939	4	7,960	5,876	850
47	Lawrence	3,785	21	3,631	27	7,464	5,514	675
48	Madison	6,626	41	6,492	69	13,228	9,815	1,585

ENROLLMENT BY SEX BY COUNTIES, 1914-15 —Continued

No.	COUNTIES.	Enrollment by Sex by Counties, 1914-15.					Average Daily Attendance for Year 1914-1915.	
		Male White.	Male Colored	Female White.	Female Colored.	Total.	Elementary Schools.	High Schools.
49	Marion	20,563	1,765	20,198	1,983	44,509	26,449	4,535
50	Marshall	2,825	6	2,853	8	5,692	4,268	723
51	Martin	1,438	.....	1,389	.....	2,827	2,069	149
52	Miami	2,872	15	2,761	12	5,660	4,346	574
53	Monroe	2,976	54	2,793	58	5,881	4,318	456
54	Montgomery	3,258	45	3,143	26	6,472	4,456	1,049
55	Morgan	2,316	19	2,456	6	4,797	3,415	381
56	Newton	1,356	.....	1,258	2	2,616	1,868	309
57	Noble	2,485	.....	2,224	1	4,710	3,365	658
58	Ohio	356	13	316	17	702	527	75
59	Orange	2,030	16	2,008	20	4,074	3,154	272
60	Owen	1,588	13	1,525	8	3,134	2,314	331
61	Parke	2,362	11	2,322	12	4,707	3,526	397
62	Perry	1,872	5	1,717	16	3,610	2,667	233
63	Pike	2,384	17	2,254	6	4,661	3,417	341
64	Porter	2,056	3	2,004	.....	4,063	3,098	442
65	Posey	1,946	91	1,976	98	4,111	2,897	484
66	Pulaski	1,613	2	1,580	.....	3,195	2,433	306
67	Putnam	2,292	21	2,243	19	4,575	2,830	594
68	Randolph	3,190	24	3,120	18	6,352	4,566	875
69	Ripley	1,860	.....	1,840	.....	3,700	2,841	311
70	Rush	1,805	61	1,806	26	3,698	2,582	477
71	Scott	1,013	3	1,036	4	2,056	1,493	150
72	Shelby	2,822	57	2,667	76	5,622	4,129	526
73	Spencer	2,125	79	2,032	70	4,306	3,001	315
74	Starke	1,436	2	1,377	.....	2,815	2,142	253
75	St. Joseph	7,397	58	7,285	62	14,802	11,431	1,369
76	Steuben	1,488	1	1,471	1	2,961	2,268	396
77	Sullivan	4,213	11	4,219	13	8,456	6,194	758
78	Switzerland	1,081	2	1,026	2	2,111	1,530	189
79	Tippecanoe	3,531	40	3,383	42	6,996	5,254	991
80	Tipton	1,914	.....	1,859	.....	3,773	2,718	424
81	Union	639	9	630	18	1,296	905	147
82	Vanderburgh	6,340	572	6,120	662	13,694	9,150	1,251
83	Vermillion	2,736	22	2,853	15	5,626	4,305	430
84	Vigo	9,002	378	8,722	401	18,503	13,127	1,554
85	Wabash	2,919	47	2,710	17	5,693	4,247	732
86	Warren	1,155	3	1,073	.....	2,231	1,751	206
87	Warrick	2,645	90	2,505	67	5,307	4,091	415
88	Washington	2,117	.....	2,021	.....	4,138	3,119	330
89	Wayne	3,967	163	3,946	179	8,255	5,633	971
90	Wells	2,469	.....	2,390	.....	4,859	3,621	515
91	White	2,224	1	2,164	2	4,391	3,015	556
92	Whitley	1,951	.....	1,848	.....	3,799	2,684	488
	Total	274,624	5,332	267,241	5,730	552,927	395,900	56,865

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916.

TOWNSHIPS.

No.	COUNTIES.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Average Daily Attendance, Elementary Schools.	Average Daily Attendance, High Schools.
1	Adams	1,707	.....	1,482	.....	3,189	2,542	93
2	Allen	2,755	3	2,419	.....	5,177	3,925	242
3	Bartholomew	1,420	11	1,344	8	2,783	2,096	111
4	Benton	1,175	.....	1,210	.....	2,385	1,716	345
5	Blackford	643	.....	677	.....	1,320	1,064	32
6	Boone	1,944	4	1,698	.....	3,646	2,809	251
7	Brown	956	.....	918	.....	1,874	1,455	48
8	Carroll	1,256	1	1,450	.....	2,707	2,088	298
9	Cass	1,468	2	1,437	1	2,908	2,168	258
10	Clark	1,511	51	1,293	51	2,906	2,337	200
11	Clay	1,963	.....	1,938	.....	3,901	3,166	184
12	Clinton	1,942	.....	1,867	.....	3,809	2,791	430
13	Crawford	1,084	.....	1,028	.....	2,112	1,426	.....
14	Daviess	2,072	12	1,879	7	3,970	3,150	189
15	Dearborn	936	15	864	7	1,822	1,356	.....
16	Decatur	1,268	.....	1,292	.....	2,560	1,886	213
17	Dekalb	1,272	.....	1,212	.....	2,484	2,097	64
18	Delaware	2,881	65	2,722	67	5,735	4,338	332
19	Dubois	1,384	.....	1,225	.....	2,609	1,955	102
20	Elkhart	2,019	5	1,807	2	3,833	2,865	174
21	Fayette	646	3	637	2	1,288	929	125
22	Floyd	696	.....	631	.....	1,327	1,076	.....
23	Fountain	1,372	2	1,350	.....	2,724	2,019	187
24	Franklin	1,141	.....	1,106	.....	2,247	1,557	68
25	Fulton	1,451	.....	1,401	.....	2,852	2,030	314
26	Gibson	2,349	83	2,271	98	4,801	3,619	375
27	Grant	2,154	62	2,015	71	4,302	3,338	159
28	Greene	3,094	4	2,945	7	6,050	4,573	301
29	Hamilton	1,925	15	1,864	21	3,825	2,766	437
30	Hancock	1,292	.....	1,166	1	2,459	1,779	278
31	Harrison	1,889	4	1,811	4	3,708	2,748	201
32	Hendricks	2,001	10	2,027	13	4,051	3,289	682
33	Henry	1,705	11	1,678	15	3,409	2,594	350
34	Howard	1,756	12	1,684	5	3,457	2,563	231
35	Huntington	1,565	.....	1,405	.....	2,970	2,234	275
36	Jackson	1,736	2	1,514	2	3,254	2,399	215
37	Jasper	1,223	.....	1,176	.....	2,399	1,715	20
38	Jay	1,750	.....	1,518	.....	3,268	2,422	201
39	Jefferson	1,418	13	1,285	7	2,723	1,932	215
40	Jennings	1,308	13	1,219	19	2,559	1,764	212
41	Johnson	1,206	2	1,161	.....	2,369	1,697	271
42	Knox	2,802	.....	2,430	.....	5,232	4,339	481
43	Kosciusko	2,472	.....	2,259	.....	4,731	3,462	454
44	Lagrange	1,608	.....	1,552	.....	3,160	2,240	330
45	Lake	1,006	3	939	6	1,954	1,494	213
46	Laporte	1,702	.....	1,682	.....	3,384	2,465	292
47	Lawrence	2,422	3	2,198	2	4,625	3,379	303
48	Madison	2,266	.....	2,044	.....	4,310	3,449	22

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916.

TOWNSHIPS—Continued.

No.	COUNTIES.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Average Daily Attendance, Elementary Schools.	Average Daily Attendance, High Schools.
49	Marion	3,200	69	2,981	64	6,314	4,585	458
50	Marshall	1,729	.....	1,614	.....	3,343	2,734	134
51	Martin	1,137	.....	1,118	.....	2,255	1,695	43
52	Miami	1,689	.....	1,671	1	3,361	2,519	307
53	Monroe	1,810	.....	1,703	.....	3,513	2,648	98
54	Montgomery	2,149	.....	2,065	.....	4,214	2,851	606
55	Morgan	1,546	5	1,632	2	3,185	2,435	293
56	Newton	813	.....	680	.....	1,493	1,097	17
57	Noble	1,431	.....	1,394	.....	2,825	2,103	287
58	Ohio	228	.....	190	.....	418	326	.....
59	Orange	1,345	.....	1,135	.....	2,480	1,851	.....
60	Owen	1,224	2	1,108	1	2,335	1,839	117
61	Parke	2,055	1	1,955	1	4,012	2,822	283
62	Perry	1,339	.....	1,237	.....	2,576	1,858	152
63	Pike	1,979	17	2,012	8	4,016	3,012	222
64	Porter	1,587	3	1,411	.....	3,001	2,227	262
65	Posey	1,166	8	1,149	9	2,332	1,284	136
66	Pulaski	1,428	2	1,395	1	2,826	2,268	217
67	Putnam	1,562	.....	1,394	1	2,957	2,038	217
68	Randolph	2,213	23	2,168	14	4,418	3,293	538
69	Ripley	1,372	.....	1,309	.....	2,681	2,163	85
70	Rush	1,183	7	1,216	7	2,413	1,679	312
71	Scott	799	4	764	3	1,570	1,176	49
72	Shelby	1,831	4	1,704	10	3,549	2,651	246
73	Spencer	1,522	40	1,403	28	2,993	2,275	91
74	Starke	1,041	.....	986	.....	2,027	1,544	99
75	St. Joseph	1,662	.....	1,531	.....	3,193	2,621	171
76	Steuben	1,121	.....	1,068	.....	2,189	1,633	273
77	Sullivan	2,691	.....	2,571	.....	5,262	4,008	323
78	Switzerland	791	1	724	2	1,518	1,174	.....
79	Tippecanoe	1,672	1	1,630	1	3,304	2,377	463
80	Tipton	1,406	.....	1,360	.....	2,766	2,045	233
81	Union	430	6	374	7	817	619	41
82	Vanderburgh	1,179	5	1,058	5	2,247	1,649	.....
83	Vermillion	1,809	3	1,839	.....	3,651	2,837	161
84	Vigo	3,319	104	3,258	80	6,761	4,945	322
85	Wabash	1,883	32	1,693	3	3,611	2,596	438
86	Warren	960	.....	969	.....	1,929	1,423	138
87	Warrick	1,975	17	1,785	15	3,792	3,026	205
88	Washington	1,457	.....	1,359	.....	2,816	2,247	48
89	Wayne	1,534	29	1,480	32	3,075	2,288	218
90	Wells	1,894	.....	1,727	.....	3,621	2,687	291
91	White	1,461	.....	1,380	.....	2,841	2,163	220
92	Whitley	1,225	.....	1,123	.....	2,348	1,816	186
	Total	147,458	794	139,053	711	288,016	216,228	19,778

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916.

TOWNS.

No.	COUNTIES.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Average Daily Attendance, Elementary Schools.	Average Daily Attendance, High Schools.
1	Adams	361	.....	422	.....	783	521	180
2	Allen	28	.....	25	.....	53	47	.....
3	Bartholomew	181	.....	177	1	359	239	77
4	Benton	150	8	170	6	334	207	68
5	Blackford	.....	.....	.....	.....	.....	.....	.....
6	Boone	185	1	176	2	364	227	92
7	Brown	84	.....	83	.....	167	78	72
8	Carroll	155	.....	184	.....	339	203	99
9	Cass	276	.....	275	.....	551	352	123
10	Clark	316	.....	278	.....	594	513	.....
11	Clay	406	2	428	2	838	553	137
12	Clinton	.....	.....	.....	.....	.....	.....	.....
13	Crawford	477	.....	441	.....	918	616	192
14	Daviess	275	.....	320	.....	595	392	126
15	Dearborn	215	1	221	3	440	355	24
16	Decatur	159	.....	170	.....	329	194	88
17	Dekalb	295	2	293	1	591	359	150
18	Delaware	309	.....	387	.....	696	469	110
19	Dubois	212	.....	174	.....	386	262	62
20	Elkhart	502	.....	542	.....	1,044	683	265
21	Fayette	110	1	77	1	189	140	.....
22	Floyd	58	.....	60	.....	118	54	45
23	Fountain	.....	.....	.....	.....	.....	.....	.....
24	Franklin	249	.....	282	.....	531	427	95
25	Fulton	104	.....	107	.....	211	117	65
26	Gibson	268	13	270	14	565	477	141
27	Grant	689	5	683	2	1,379	849	275
28	Greene	517	4	462	4	987	577	264
29	Hamilton	426	3	377	1	807	556	194
30	Hancock	182	.....	177	.....	359	250	73
31	Harrison	418	19	423	25	885	564	236
32	Hendricks	209	4	227	2	442	257	130
33	Henry	380	9	396	6	791	440	169
34	Howard	.....	.....	.....	.....	.....	.....	.....
35	Huntington	635	.....	607	.....	1,242	664	376
36	Jackson	370	.....	412	.....	782	484	138
37	Jasper	208	.....	230	.....	438	252	122
38	Jay	179	.....	199	.....	378	285	69
39	Jefferson	.....	.....	.....	.....	.....	.....	.....
40	Jennings	64	4	52	5	125	80	25
41	Johnson	490	6	484	5	985	687	169
42	Knox	.....	.....	.....	.....	.....	.....	.....
43	Kosciusko	324	.....	332	.....	656	390	144
44	Lagrange	228	.....	195	.....	423	217	112
45	Lake	691	2	671	2	1,366	1,016	74
46	Laporte	.....	.....	.....	.....	.....	.....	.....
47	Lawrence	.....	.....	.....	.....	.....	.....	.....
48	Madison	698	.....	690	.....	1,388	870	293

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916.

TOWNS—Continued.

No.	COUNTIES.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Average Daily Attendance, Elementary Schools.	Average Daily Attendance, High Schools.
49	Marion	125	.....	112	.....	237	170	14
50	Marshall	742	6	735	4	1,487	878	386
51	Martin	131	.....	146	.....	277	172	50
52	Miami	231	.....	251	.....	482	301	138
53	Monroe	.....	.....	.....	.....	.....	.....	.....
54	Montgomery	161	.....	131	.....	292	177	82
55	Morgan	198	.....	185	.....	383	251	72
56	Newton	592	.....	676	.....	1,268	812	287
57	Noble	143	.....	183	.....	326	179	83
58	Ohio	.....	.....	.....	.....	.....	.....	.....
59	Orange	784	23	849	14	1,670	1,067	320
60	Owen	375	9	419	6	809	485	211
61	Parke	283	9	302	13	607	407	136
62	Perry	40	.....	45	.....	85	49	13
63	Pike	320	3	312	1	636	367	152
64	Porter	.....	.....	.....	.....	.....	.....	.....
65	Posey	310	.....	285	.....	595	443	100
66	Pulaski	194	.....	198	.....	392	195	100
67	Putnam	332	.....	348	.....	680	418	260
68	Randolph	241	.....	234	.....	475	323	84
69	Ripley	406	.....	440	.....	846	517	198
70	Rush	122	14	127	12	275	165	60
71	Scott	233	.....	277	.....	510	319	110
72	Shelby	.....	.....	.....	.....	.....	.....	.....
73	Spencer	386	7	350	9	752	496	164
74	Starke	480	2	443	1	926	587	172
75	St. Joseph	130	.....	133	.....	263	167	51
76	Steuben	121	.....	151	.....	272	162	89
77	Sullivan	887	.....	876	.....	1,763	1,218	225
78	Switzerland	115	.....	94	.....	209	109	69
79	Tippecanoe	326	1	373	1	701	417	185
80	Tipton	.....	.....	.....	.....	.....	.....	.....
81	Union	236	3	248	5	492	294	130
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	198	.....	223	.....	421	277	87
84	Vigo	582	1	531	1	1,115	715	132
85	Wabash	210	.....	248	.....	458	306	97
86	Warren	187	.....	180	.....	367	224	72
87	Warrick	154	13	151	16	334	260	46
88	Washington	684	.....	651	.....	1,335	846	325
89	Wayne	545	5	476	3	1,029	711	232
90	Wells	.....	.....	.....	.....	.....	.....	.....
91	White	483	1	449	.....	933	649	242
92	Whitley	317	.....	287	.....	604	365	185
	Total	24,087	181	24,298	168	48,734	31,421	10,433

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-16.

CITIES

No.	COUNTIES.	Male, White.	Male, Colored.	Female, White.	Female, Colored.	Total.	Average Daily Attendance Elementary Schools.	Average Daily Attendance High Schools.
1	Adams	448	.....	468	.....	916	644	173
2	Allen	4,142	45	4,185	56	8,428	5,950	1,634
3	Bartholomew	914	18	961	32	1,925	1,058	450
4	Benton	.....	.....	.....	.....	.....	.....	.....
5	Blackford	1,021	2	978	1	2,002	1,418	317
6	Boone	640	3	681	7	1,331	827	298
7	Brown	.....	.....	.....	.....	.....	.....	.....
8	Carroll	283	.....	298	.....	581	291	201
9	Cass	1,718	15	1,665	19	3,417	2,218	579
10	Clark	701	188	738	160	1,787	1,380	343
11	Clay	987	25	1,071	35	2,118	1,332	447
12	Clinton	1,102	11	1,110	4	2,227	1,524	361
13	Crawford	.....	.....	.....	.....	.....	.....	.....
14	Daviess	738	24	688	28	1,478	1,114	267
15	Dearborn	706	5	724	7	1,442	1,069	286
16	Decatur	545	2	498	10	1,055	664	180
17	Dekalb	1,062	1	1,102	1	2,166	1,441	403
18	Delaware	2,256	70	2,441	90	4,857	3,314	719
19	Dubois	415	.....	547	.....	962	712	141
20	Elkhart	2,835	.....	2,653	.....	5,488	3,524	776
21	Fayette	672	45	703	39	1,459	948	238
22	Floyd	1,697	164	1,559	179	3,599	2,703	266
23	Fountain	866	.....	902	.....	1,768	1,128	379
24	Franklin	.....	.....	.....	.....	.....	.....	.....
25	Fulton	457	.....	472	1	930	576	207
26	Gibson	672	80	648	88	1,488	1,080	255
27	Grant	2,382	91	2,438	87	4,998	3,208	624
28	Greene	1,216	.....	1,234	.....	2,450	1,721	304
29	Hamilton	516	25	474	25	1,040	744	206
30	Hancock	485	2	527	7	1,021	628	194
31	Harrison	.....	.....	.....	.....	.....	.....	.....
32	Hendricks	.....	.....	.....	.....	.....	.....	.....
33	Henry	1,141	39	1,080	37	2,297	1,845	237
34	Howard	1,966	36	2,145	50	4,197	2,800	550
35	Huntington	1,021	1	1,041	.....	2,063	1,360	379
36	Jackson	670	15	649	15	1,349	889	243
37	Jasper	301	.....	316	.....	617	343	165
38	Jay	881	10	896	16	1,803	1,196	278
39	Jefferson	557	32	556	56	1,201	925	215
40	Jennings	293	16	286	17	612	387	105
41	Johnson	475	37	527	33	1,072	620	263
42	Knox	2,359	36	2,442	52	4,889	3,211	535
43	Kosciusko	491	2	568	1	1,062	684	227
44	Lagrange	.....	.....	.....	.....	.....	.....	.....
45	Lake	8,675	69	8,473	73	17,290	10,306	1,358
46	Laporte	2,352	9	2,426	5	4,792	3,565	581
47	Lawrence	1,385	25	1,364	19	2,793	2,118	418
48	Madison	3,840	45	3,767	72	7,724	5,870	1,043

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-16.

CITIES—Continued.

No.	COUNTIES.	Male, White.	Male, Colored.	Female, White.	Female, Colored.	Total.	Average Daily Attendance Elementary Schools.	Average Daily Attendance High Schools.
49	Marion	17,701	2,120	17,336	2,226	39,383	27,329	4,563
50	Marshall	450	.....	451	.....	901	554	195
51	Martin	156	.....	122	.....	278	165	68
52	Miami	922	9	986	7	1,924	1,384	255
53	Monroe	1,143	57	1,199	56	2,455	1,649	372
54	Montgomery	973	43	950	23	1,989	1,283	377
55	Morgan	570	2	664	4	1,240	835	230
56	Newton	.....	.....	.....	.....	.....	.....	.....
57	Noble	707	.....	650	.....	1,357	856	274
58	Ohio	134	14	136	18	302	164	76
58	Orange	.....	.....	.....	.....	.....	.....	.....
60	Owen	.....	.....	.....	.....	.....	.....	.....
61	Parke	.....	.....	.....	.....	.....	.....	.....
62	Perry	468	5	416	16	905	657	92
63	Pike	.....	.....	.....	.....	.....	.....	.....
64	Porter	567	.....	602	.....	1,169	842	230
65	Posey	548	90	543	90	1,271	775	261
66	Pulaski	.....	.....	.....	.....	.....	.....	.....
67	Putnam	412	29	434	24	899	618	228
68	Randolph	760	5	776	8	1,549	1,082	265
69	Ripley	140	.....	155	.....	295	196	61
70	Rush	513	26	519	21	1,079	667	280
71	Scott	.....	.....	.....	.....	.....	.....	.....
72	Shelby	964	54	1,020	72	2,110	1,423	305
73	Spencer	296	30	276	32	634	394	123
74	Starke	.....	.....	.....	.....	.....	.....	.....
75	St. Joseph	5,977	69	5,781	65	11,892	7,896	1,211
76	Steuben	301	1	306	.....	608	396	146
77	Sullivan	656	7	629	11	1,303	822	262
78	Switzerland	150	.....	155	.....	305	185	110
79	Tippecanoe	1,568	42	1,447	54	3,111	2,187	494
80	Tipton	507	.....	515	.....	1,022	619	215
81	Union	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	5,309	551	5,150	654	11,664	8,099	1,052
83	Vermillion	911	19	971	12	1,913	1,389	243
84	Vigo	5,457	267	5,330	285	11,339	7,789	1,337
85	Wabash	901	15	916	12	1,844	1,409	246
86	Warren	.....	.....	.....	.....	.....	.....	.....
87	Warrick	510	34	530	28	1,102	744	163
88	Washington	.....	.....	.....	.....	.....	.....	.....
89	Wayne	1,963	155	1,945	166	4,229	2,877	696
90	Wells	572	.....	595	.....	1,167	780	235
91	White	306	.....	290	.....	596	331	156
92	Whitley	483	.....	490	.....	973	495	168
	Total	108,878	4,832	108,586	5,206	227,502	154,226	31,834

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916

BY COUNTIES

No.	COUNTIES.	Male, White.	Male, Colored.	Female, White.	Female, Colored.	Total.	Average Daily Attendance Elementary Schools.	Average Daily Attendance High Schools.
1	Adams	2,516	.....	2,372	.....	4,888	3,707	446
2	Allen	6,925	48	6,629	56	13,658	9,922	1,876
3	Bartholomew	2,515	29	2,482	41	5,067	3,393	638
4	Benton	1,325	8	1,380	6	2,719	1,923	413
5	Blackford	1,664	2	1,655	1	3,322	2,482	349
6	Boone	2,769	8	2,555	9	5,341	3,863	641
7	Brown	1,040	.....	1,001	.....	2,041	1,533	120
8	Carroll	1,694	1	1,932	.....	3,627	2,582	598
9	Cass	3,462	17	3,377	20	6,876	4,738	960
10	Clark	2,528	239	2,309	211	5,287	4,230	543
11	Clay	3,356	27	3,437	37	6,857	5,051	768
12	Clinton	3,044	11	2,977	4	6,036	4,315	791
13	Crawford	1,561	.....	1,469	.....	3,030	2,042	192
14	Daviess	3,085	36	2,887	35	6,043	4,656	582
15	Dearborn	1,857	21	1,809	17	3,704	2,780	310
16	Decatur	1,972	2	1,960	10	3,944	2,744	481
17	Dekalb	2,629	3	2,607	2	5,241	3,897	617
18	Delaware	5,446	135	5,550	157	11,288	8,121	1,161
19	Dubois	2,011	.....	1,946	.....	3,957	2,929	305
20	Elkhart	5,356	5	5,002	2	10,365	7,072	1,215
21	Fayette	1,428	49	1,417	42	2,936	2,017	363
22	Floyd	2,451	164	2,250	179	5,044	3,833	311
23	Fountain	2,238	2	2,252	.....	4,492	3,147	566
24	Franklin	1,390	.....	1,388	.....	2,778	1,984	163
25	Fulton	2,012	.....	1,980	1	3,993	2,723	586
26	Gibson	3,289	176	3,189	200	6,854	5,176	771
27	Grant	5,225	158	5,136	160	10,679	7,395	1,058
28	Greene	4,827	8	4,641	11	9,487	6,871	869
29	Hamilton	2,867	43	2,715	47	5,672	4,066	837
30	Hancock	1,959	2	1,870	8	3,839	2,657	545
31	Harrison	2,307	23	2,234	29	4,593	3,312	437
32	Hendricks	2,210	14	2,254	15	4,493	3,546	812
33	Henry	3,226	59	3,154	58	6,497	4,879	756
34	Howard	3,722	48	3,829	55	7,654	5,363	781
35	Huntington	3,221	1	3,053	.....	6,275	4,258	1,030
36	Jackson	2,776	17	2,575	17	5,385	3,772	596
37	Jasper	1,732	.....	1,722	.....	3,454	2,310	307
38	Jay	2,810	10	2,613	16	5,449	3,903	548
39	Jefferson	1,975	45	1,841	63	3,924	2,857	430
40	Jennings	1,665	33	1,557	41	3,296	2,231	342
41	Johnson	2,171	45	2,172	38	4,426	3,004	703
42	Knox	5,161	36	4,872	52	10,121	7,550	1,016
43	Kosciusko	3,287	2	3,159	1	6,449	4,536	825
44	Lagrange	1,836	.....	1,747	.....	3,583	2,457	442
45	Lake	10,372	74	10,083	81	20,610	12,816	1,645
46	Laporte	4,054	9	4,108	5	8,176	6,030	873
47	Lawrence	3,807	28	3,562	21	7,418	5,497	721
48	Madison	6,804	45	6,501	72	13,422	10,189	1,358

ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1915-1916.

BY COUNTIES—Continued.

No.	COUNTIES.	Male, White.	Male, Colored.	Female, White.	Female, Colored.	Total.	Average Daily Attendance Elementary Schools.	Average Daily Attendance High Schools.
49	Marion	21,026	2,189	20,429	2,290	45,934	32,084	5,035
50	Marshall	2,921	6	2,800	4	5,731	4,166	715
51	Martin	1,424	.....	1,386	.....	2,810	2,032	161
52	Miami	2,842	9	2,908	8	5,767	4,204	700
53	Monroe	2,953	57	2,902	56	5,968	4,297	470
54	Montgomery	3,283	43	3,146	23	6,495	4,311	1,065
55	Morgan	2,314	7	2,481	6	4,808	3,521	595
56	Newton	1,405	.....	1,356	.....	2,761	1,909	304
57	Noble	2,281	.....	2,227	.....	4,508	3,138	644
58	Ohio	362	14	326	18	720	490	76
59	Orange	2,129	23	1,984	14	4,150	2,918	320
60	Owen	1,599	11	1,527	7	3,144	2,324	328
61	Parke	2,338	10	2,257	14	4,619	3,229	419
62	Perry	1,847	5	1,698	16	3,566	2,564	257
63	Pike	2,299	20	2,324	9	4,652	3,379	374
64	Porter	2,154	3	2,013	.....	4,170	3,069	492
65	Posey	2,024	98	1,977	99	4,198	2,502	497
66	Pulaski	1,622	2	1,593	1	3,218	2,463	317
67	Putnam	2,306	29	2,176	25	4,536	3,074	705
68	Randolph	3,214	28	3,178	22	6,442	4,698	887
69	Ripley	1,918	.....	1,904	.....	3,822	2,876	344
70	Rush	1,818	47	1,862	40	3,767	2,511	652
71	Scott	1,032	4	1,041	3	2,080	1,495	159
72	Shelby	2,795	58	2,724	82	5,659	4,074	551
73	Spencer	2,204	77	2,029	69	4,379	3,165	378
74	Starke	1,521	2	1,429	1	2,953	2,131	271
75	St. Joseph	7,769	69	7,445	65	15,348	10,684	1,433
76	Steuben	1,543	1	1,525	.....	3,069	2,191	508
77	Sullivan	4,234	7	4,076	11	8,328	6,048	810
78	Switzerland	1,056	1	973	2	2,032	1,468	179
79	Tippecanoe	3,566	44	3,450	56	7,116	4,981	1,142
80	Tipton	1,913	.....	1,875	.....	3,788	2,664	448
81	Union	666	9	622	12	1,309	913	171
82	Vanderburgh	6,488	556	6,208	659	13,911	9,748	1,052
83	Vermillion	2,918	22	3,033	12	5,985	4,503	491
84	Vigo	9,358	372	9,119	366	19,215	13,449	1,791
85	Wabash	2,994	47	2,857	15	5,913	4,311	781
86	Warren	1,147	.....	1,149	.....	2,296	1,647	210
87	Warrick	2,639	64	2,466	59	5,228	4,030	414
88	Washington	2,141	.....	2,010	.....	4,151	3,093	373
89	Wayne	4,042	189	3,901	201	8,333	5,876	1,146
90	Wells	2,466	.....	2,322	.....	4,788	3,467	526
91	White	2,250	1	2,119	.....	4,370	3,143	618
92	Whitley	2,025	.....	1,900	.....	3,925	2,676	539
	Total	280,423	5,807	271,937	6,085	564,252	401,875	62,045

TOTAL NUMBER OF PUPILS ENROLLED DURING THE YEAR 1915-1916.

No.	COUNTIES	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	Total in Townships	Total in Towns	Total in Cities	Total
1	Adams	790	568	587	572	517	536	427	409	144	140	104	94	4,888	3,189	783	916	4,888
2	Allen	2,509	1,505	1,537	1,585	1,532	1,386	1,127	1,121	549	325	263	219	13,658	5,177	53	8,428	13,658
3	Bartholomew	677	600	622	559	519	501	492	379	267	190	147	114	5,067	2,783	359	1,925	5,067
4	Benton	361	301	336	290	247	257	231	205	157	126	101	107	2,719	2,385	334	.....	2,719
5	Blackford	532	378	391	359	408	342	264	266	114	107	108	53	3,322	1,320	.....	2,002	3,322
6	Boone	748	551	649	606	657	486	494	440	293	146	152	119	5,341	3,646	364	1,331	5,341
7	Brown	429	197	265	290	238	207	144	141	39	42	34	15	2,041	1,874	167	.....	2,041
8	Carroll	406	362	389	394	373	375	332	336	238	188	129	105	3,627	2,707	339	581	3,627
9	Cass	915	771	751	762	726	681	611	546	375	302	240	196	6,876	2,908	551	3,417	6,876
10	Clark	954	684	586	606	584	519	427	337	251	148	105	86	5,287	2,906	594	1,787	5,287
11	Clay	936	828	826	852	700	744	556	558	303	215	171	168	6,857	3,901	838	2,118	6,857
12	Clinton	840	658	653	623	645	641	546	507	309	261	207	146	6,036	3,809	.....	2,227	6,036
13	Crawford	677	366	393	380	303	296	157	244	51	78	48	37	3,030	2,112	918	.....	3,030
14	Daviess	1,038	705	745	783	654	577	471	432	204	176	141	117	6,043	3,970	595	1,478	6,043
15	Dearborn	622	460	427	480	437	364	276	282	102	106	73	75	3,704	1,822	440	1,442	3,704
16	Decatur	496	478	465	459	439	394	335	312	200	137	126	103	3,944	2,560	329	1,055	3,944
17	Dekalb	659	599	587	634	639	526	451	471	244	163	156	112	5,241	2,484	591	2,166	5,241
18	Delaware	1,498	1,319	1,438	1,317	1,254	1,251	1,032	847	482	300	289	261	11,288	5,735	696	4,857	11,288
19	Dubois	705	588	555	542	386	377	215	252	129	93	57	58	3,957	2,609	386	962	3,957
20	Elkhart	1,403	1,259	1,088	1,216	1,179	957	913	981	518	363	271	217	10,365	3,833	1,044	5,488	10,365
21	Fayette	473	334	301	343	334	274	245	211	160	122	79	60	2,936	1,288	189	1,459	2,936
22	Floyd	850	653	589	640	618	493	410	292	143	137	113	106	5,044	1,327	118	3,599	5,044
23	Fountain	698	524	542	507	427	386	380	411	221	161	125	110	4,492	2,724	.....	1,768	4,492
24	Franklin	406	414	353	401	372	275	213	170	60	57	31	26	2,778	2,247	531	.....	2,778
25	Fulton	484	406	396	442	456	398	394	341	211	218	119	128	3,993	2,852	211	930	3,993
26	Gibson	1,052	830	832	845	763	685	526	445	284	275	164	153	6,854	4,801	565	1,488	6,854
27	Grant	1,635	1,367	1,333	1,314	1,227	979	837	794	415	309	260	209	10,679	4,302	1,379	4,998	10,679
28	Greene	1,411	1,162	1,244	1,167	970	976	823	757	357	264	194	162	9,487	6,050	987	2,450	9,487

29	Hamilton	739	606	634	601	603	525	541	487	357	237	187	155	5,672	3,825	807	1,040	5,672
30	Hancock	501	457	408	450	398	344	360	314	199	161	148	99	3,839	2,459	359	1,021	3,839
31	Harrison	810	525	577	476	509	403	388	451	140	110	91	113	4,593	3,708	885	.....	4,593
32	Hendricks	481	540	505	496	445	418	365	388	276	207	209	163	4,493	4,051	442	.....	4,493
33	Henry	913	801	724	799	719	647	543	506	285	226	170	164	6,497	3,409	791	2,297	6,497
34	Howard	1,238	1,001	852	861	846	700	615	630	335	209	199	168	7,654	3,457	.....	4,197	7,654
35	Huntington	742	665	683	718	602	618	532	533	396	315	226	245	6,275	2,970	1,242	2,063	6,275
36	Jackson	826	632	638	632	621	511	474	371	239	187	139	115	5,385	3,254	782	1,349	5,385
37	Jasper	542	358	448	408	400	365	280	299	153	83	57	61	3,454	2,399	438	617	3,454
38	Jay	813	626	614	595	608	616	487	480	248	145	110	107	5,449	3,268	378	1,803	5,449
39	Jefferson	750	468	440	445	399	377	284	280	159	120	101	101	3,924	2,723	.....	1,201	3,924
40	Jennings	616	340	361	355	349	343	309	227	144	110	83	59	3,296	2,559	125	612	3,296
41	Johnson	587	488	442	475	483	445	337	378	309	202	164	116	4,426	2,369	985	1,072	4,426
42	Knox	1,778	1,313	1,127	1,165	1,154	983	815	648	415	293	245	175	10,121	5,232	.....	4,889	10,121
43	Kosciusko	846	734	715	720	686	664	562	595	312	239	218	158	6,449	4,731	656	1,062	6,449
44	Lagrange	494	383	440	392	418	356	310	284	165	151	109	81	3,583	3,160	423	.....	3,583
45	Lake	5,306	2,678	2,491	2,151	2,063	1,579	1,527	672	1,060	515	334	234	20,610	1,954	1,366	17,290	20,610
46	Laporte	1,638	977	853	851	820	747	689	568	370	281	231	151	8,176	3,384	.....	4,792	8,176
47	Lawrence	1,614	956	800	857	721	654	589	456	319	212	127	113	7,418	4,625	.....	2,793	7,418
48	Madison	1,691	1,624	1,678	1,688	1,548	1,340	1,163	1,058	664	388	299	281	13,422	4,310	1,388	7,724	13,422
49	Marion	5,866	5,330	5,283	5,591	5,412	4,831	4,336	3,531	1,825	1,571	1,167	1,191	45,934	6,314	237	39,383	45,934
50	Marshall	839	617	711	584	598	571	488	513	262	225	164	159	5,731	3,343	1,487	901	5,731
51	Martin	539	352	355	375	269	266	229	245	54	49	44	33	2,810	2,255	277	278	2,810
52	Miami	733	680	643	708	671	616	564	413	306	181	133	119	5,767	3,361	482	1,924	5,767
53	Monroe	967	667	751	745	645	622	528	468	205	148	114	108	5,968	3,513	.....	2,455	5,968
54	Montgomery	871	714	697	607	634	648	600	510	373	332	252	257	6,495	4,214	292	1,989	6,495
55	Morgan	713	547	561	522	536	430	427	387	213	186	166	120	4,808	3,185	383	1,240	4,808
56	Newton	400	341	353	352	275	256	218	237	101	96	65	67	2,761	1,493	1,268	.....	2,761
57	Noble	529	461	518	467	489	455	413	443	245	213	149	126	4,508	2,825	326	1,357	4,508
58	Ohio	123	70	74	93	83	50	78	62	25	28	26	8	720	418	.....	302	720
59	Orange	661	544	528	486	591	402	328	341	138	94	74	53	4,150	2,480	1,670	.....	4,150
60	Owen	436	357	312	372	343	299	310	342	130	107	70	66	3,144	2,335	809	.....	3,144
61	Parke	674	588	558	582	525	462	407	351	154	115	109	94	4,619	4,012	607	.....	4,619
62	Perry	726	456	493	529	358	302	204	217	88	71	59	63	3,566	2,576	85	905	3,566
63	Pike	852	539	554	594	527	461	364	329	171	100	91	70	4,652	4,016	636	.....	4,652
64	Porter	634	454	489	453	483	409	349	339	208	151	115	86	4,170	3,001	.....	1,169	4,170
65	Posey	542	461	487	523	433	461	373	354	196	134	134	100	4,198	2,322	595	1,271	4,198
66	Pulaski	485	363	354	386	402	322	289	262	131	86	73	65	3,218	2,826	392	.....	3,218
67	Putnam	640	472	469	481	494	403	404	416	255	222	164	116	4,536	2,957	680	899	4,536
68	Randolph	913	707	726	706	697	577	625	500	326	274	223	168	6,442	4,418	475	1,549	6,442

TOTAL NUMBER OF PUPILS ENROLLED DURING THE YEAR 1915-1916—Continued.

No.	COUNTIES	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	Total in Townships	Total in Towns	Total in Cities	Total
69	Ripley	562	477	436	452	469	377	333	341	132	115	60	68	3,822	2,681	846	295	3,822
70	Rush	489	478	428	464	409	351	288	241	229	178	117	95	3,767	2,413	275	1,079	3,767
71	Scott	394	224	247	251	216	187	190	193	56	54	34	34	2,080	1,570	510	.....	2,080
72	Shelby	987	709	612	615	632	542	498	440	218	150	131	125	5,659	3,549	.....	2,110	5,659
73	Spencer	707	485	513	510	537	473	342	390	153	109	90	70	4,379	2,993	752	634	4,379
74	Starke	475	335	325	350	336	283	286	247	125	85	62	44	2,953	2,027	926	.....	2,953
75	St. Joseph	3,365	1,890	1,801	1,696	1,578	1,304	1,061	982	639	471	310	251	15,348	3,193	263	11,892	15,348
76	Steuben	370	298	350	341	345	318	255	259	188	150	113	82	3,069	2,189	272	608	3,069
77	Sullivan	1,484	970	1,012	995	868	723	686	681	319	262	156	172	8,328	5,262	1,763	1,303	8,328
78	Switzerland	392	240	209	232	198	206	144	217	50	51	49	44	2,032	1,518	209	305	2,032
79	Tippecanoe	958	792	775	835	730	701	612	516	404	318	245	230	7,116	3,304	701	3,111	7,116
80	Tipton	551	440	391	394	423	416	333	343	168	139	96	94	3,788	2,766	.....	1,022	3,788
81	Union	193	143	165	166	139	117	102	98	80	42	36	28	1,309	817	492	.....	1,309
82	Vanderburgh	3,004	1,843	1,907	1,585	1,483	1,110	1,007	677	397	326	238	354	13,911	2,247	.....	11,664	13,911
83	Vermillion	1,111	840	827	707	662	534	393	375	204	142	101	89	5,985	3,651	421	1,913	5,985
84	Vigo	3,395	2,378	2,256	2,234	2,128	1,808	1,473	1,400	952	604	281	306	19,215	6,761	1,115	11,339	19,215
85	Wabash	711	621	768	686	634	651	517	457	286	222	190	170	5,913	3,611	458	1,844	5,913
86	Warren	316	280	243	285	263	253	186	225	90	76	45	34	2,296	1,929	367	.....	2,296
87	Warrick	830	612	622	655	586	475	483	472	188	138	98	69	5,228	3,792	334	1,102	5,228
88	Washington	642	438	519	461	452	417	356	452	154	115	97	48	4,151	2,816	1,335	.....	4,151
89	Wayne	1,435	909	929	890	917	796	662	578	454	317	242	204	8,333	3,075	1,029	4,229	8,333
90	Wells	665	540	562	584	493	466	444	434	231	154	110	105	4,788	3,621	.....	1,167	4,788
91	White	575	509	488	496	438	414	386	387	217	155	145	160	4,370	2,841	933	596	4,370
92	Whitley	420	418	432	455	429	416	376	361	215	159	137	107	3,925	2,348	604	973	3,925
	Total	89,313	66,628	66,043	65,598	61,736	54,699	47,446	43,138	24,900	18,455	14,029	12,267	564,252	288,016	48,734	227,502	564,252

NUMBER OF SCHOOLHOUSES, 1914-1915.

No.	COUNTIES.	No. of School Houses in the County Erected During Year	Value of School Houses Erected During the Year	Concrete	Stone	Brick	Frame	Log	Total	Total Townships	Total Towns	Total Cities	Total County	Estimated Value of All School Houses in County
1	Adams	1	$9,000 00	1	.....	84	8	.....	93	87	2	4	93	$420,400 00
2	Allen	5	181,850 00	1	1	181	8	.....	191	172	.....	19	191	2,184,000 00
3	Bartholomew	.....	.....	.....	.....	57	25	.....	82	72	3	7	82	373,400 00
4	Benton	.....	.....	.....	.....	13	60	.....	73	72	1	.....	73	245,750 00
5	Blackford	2	75,000 00	.....	.....	45	5	.....	50	41	.....	9	50	325,500 00
6	Boone	2	34,000 00	1	.....	81	30	.....	112	106	2	4	112	430,335 00
7	Brown	2	2,700 00	.....	.....	1	72	.....	73	72	1	.....	73	49,900 00
8	Carroll	.....	.....	1	.....	59	27	.....	87	85	1	1	87	417,000 00
9	Cass	4	279,600 00	.....	.....	73	35	.....	108	95	2	11	108	643,500 00
10	Clark	.....	.....	.....	.....	19	82	2	103	92	5	6	103	370,500 00
11	Clay	1	1,300 00	.....	.....	66	50	.....	116	102	6	8	116	383,700 00
12	Clinton	2	136,500 00	.....	1	49	20	.....	70	64	.....	6	70	548,000 00
13	Crawford	1	11,000 00	3	.....	3	79	.....	85	80	5	.....	85	55,750 00
14	Daviess	2	31,082 00	2	.....	48	62	.....	112	105	2	5	112	385,800 00
15	Dearborn	.....	.....	.....	4	50	40	.....	94	83	5	6	94	192,450 00
16	Decatur	4	123,324 00	1	.....	65	2	.....	68	63	2	3	68	487,000 00
17	Dekalb	2	18,800 00	2	.....	91	5	.....	98	82	6	10	98	378,200 00
18	Delaware	2	305,000 00	1	.....	93	1	.....	95	82	3	10	95	1,278,600 00
19	Dubois	2	13,024 36	.....	.....	7	93	.....	100	95	2	3	100	171,250 00
20	Elkhart	3	42,000 00	.....	1	113	11	.....	125	107	.....	18	125	1,070,000 00
21	Fayette	.....	.....	.....	.....	10	23	.....	33	28	1	4	33	313,200 00
22	Floyd	.....	.....	.....	.....	14	40	.....	54	38	1	15	54	383,927 35
23	Fountain	.....	.....	.....	.....	19	41	.....	60	54	6	.....	60	332,600 00
24	Franklin	.....	.....	1	10	47	25	.....	83	82	1	.....	83	129,170 00
25	Fulton	1	30,000 00	.....	.....	45	28	.....	73	69	1	3	73	382,150 00
26	Gibson	.....	12,000 00	.....	.....	19	101	.....	120	114	2	4	120	455,600 00
27	Grant	6	61,200 00	.....	.....	127	11	.....	138	115	7	16	138	946,500 00
28	Greene	3	3,260 00	.....	.....	41	113	.....	154	143	4	7	154	431,675 00

NUMBER OF SCHOOLHOUSES, 1914-1915—Continued.

No.	COUNTIES.	No. of School Houses in the County Erected During Year	Value of School Houses Erected During the Year	Concrete	Stone	Brick	Frame	Log	Total	Total Township	Total Towns	Total Cities	Total County	Estimated Value of All School Houses in County
29	Hamilton	.....	$750 00	.....	.....	71	6	.....	77	70	3	4	77	$493,100 00
30	Hancock	.....	.....	.....	1	63	8	.....	72	66	1	5	72	312,900 00
31	Harrison	1	38,000 00	.....	.....	2	145	.....	147	141	6	.....	147	134,749 40
32	Hendricks	3	64,000 00	.....	.....	65	7	.....	72	70	2	.....	72	501,700 00
33	Henry	4	93,000 00	.....	.....	45	22	.....	67	58	3	6	67	532,600 00
34	Howard	1	180,000 00	.....	.....	63	4	.....	67	58	.....	9	67	761,050 00
35	Huntington	5	35,500 00	1	.....	109	1	.....	111	100	5	6	111	487,313 00
36	Jackson	2	7,000 00	.....	.....	19	84	.....	103	95	3	5	103	265,465 00
37	Jasper	.....	.....	2	.....	8	95	.....	105	99	2	4	105	192,900 00
38	Jay	2	21,754 00	.....	.....	92	6	.....	98	89	3	6	98	447,754 00
39	Jefferson	1	8,000 00	.....	29	16	45	.....	90	85	.....	5	90	156.400 00
40	Jennings	2	3,950 00	.....	.....	49	35	.....	84	80	2	2	84	141,800 00
41	Johnson	.....	.....	.....	.....	56	5	.....	61	55	2	4	61	513,200 00
42	Knox	4	24,149 00	.....	.....	40	49	.....	89	78	.....	11	89	851,228 50
43	Kosciusko	3	94,000 00	1	.....	116	7	.....	124	115	5	4	124	535,000 00
44	Lagrange	2	42,000 00	.....	.....	48	35	.....	83	82	1	.....	83	334,182 00
45	Lake	3	100,000 00	.....	2	54	55	.....	111	44	11	56	111	3,177,895 45
46	Laporte	6	85,610 00	2	.....	68	50	.....	120	103	.....	17	120	902,559 00
47	Lawrence	.....	.....	.....	3	11	97	.....	111	103	.....	8	111	418,470 00
48	Madison	2	103,000 00	.....	.....	143	10	.....	153	125	5	23	153	1,252,450 00
49	Marion	7	321,566 00	.....	.....	115	30	.....	145	75	2	68	145	5,180,274 00
50	Marshall	4	34,800 00	.....	.....	49	74	.....	123	117	4	2	123	392,475 00
51	Martin	.....	.....	.....	.....	5	91	.....	96	93	2	1	96	84,300 00
52	Miami	4	82,850 00	1	.....	82	24	.....	107	98	2	7	107	519,600 00
53	Monroe	1	700 00	.....	3	17	90	.....	110	102	.....	8	110	471,845 00
54	Montgomery	1	23,500 00	.....	1	53	14	.....	68	58	2	8	68	887,600 00
55	Morgan	.....	.....	.....	.....	77	20	.....	97	91	2	4	97	347,500 00
56	Newton	3	37,500 00	.....	.....	7	60	.....	67	63	4	.....	67	176,000 00

57	Noble	3	22,222 00	.....	.....	84	3	.....	87	81	1	5	87	378,750 00
58	Ohio	.....	.....	.....	.....	1	25	.....	26	24	.....	2	26	29,200 00
59	Orange	1	1,000 00	.....	.....	5	87	.....	92	86	6	.....	92	148,100 00
60	Owen	1	40,000 00	.....	.....	6	84	.....	90	86	4	.....	90	145,300 00
61	Parke	.....	.....	.....	.....	20	84	.....	104	98	6	.....	104	248,300 00
62	Perry	.....	.....	.....	2	5	102	.....	109	103	1	5	109	139,683 50
63	Pike	1	850 00	.....	.....	9	88	.....	97	96	1	.....	97	159,300 00
64	Porter	.....	.....	2	.....	50	39	.....	91	88	.....	3	91	392,745 00
65	Posey	.....	.....	2	.....	42	34	.....	78	71	2	5	78	427,350 00
66	Pulaski	4	23,000 00	.....	.....	15	61	.....	76	74	2	.....	76	362,000 00
67	Putnam	1	1,200 00	.....	.....	26	80	.....	106	100	2	4	106	316,900 00
68	Randolph	3	8,000 00	1	.....	43	43	.....	87	80	2	5	87	598,600 00
69	Ripley	.....	.....	.....	11	63	28	.....	102	96	4	2	102	185,100 00
70	Rush	2	100,000 00	.....	.....	49	8	.....	57	50	2	5	57	561,500 00
71	Scott	.....	.....	.....	.....	28	18	.....	46	44	2	.....	46	115,500 00
72	Shelby	2	28,170 00	.....	.....	91	2	.....	93	85	8	.....	93	524,300 00
73	Spencer	2	17,200 00	.....	.....	41	70	.....	111	102	5	4	111	179,400 00
74	Starke	2	15,100 00	1	1	25	28	.....	55	52	3	.....	55	178,500 00
75	St. Joseph	3	27,292 81	2	.....	86	50	.....	138	106	1	31	138	2,262,100 00
76	Steuben	1	4,500 00	.....	.....	79	12	.....	91	86	2	3	91	284,000 00
77	Sullivan	2	36,400 00	.....	.....	64	51	.....	115	104	7	4	115	453,000 00
78	Switzerland	.....	.....	.....	9	17	49	.....	75	71	2	2	75	67,900 00
79	Tippecanoe	2	54,297 05	.....	1	56	16	.....	73	60	3	10	73	1,236,997 05
80	Tipton	1	5,000 00	.....	.....	57	3	.....	60	58	.....	2	60	270,140 00
81	Union	2	6,200 00	.....	.....	26	6	.....	32	29	3	.....	32	148,500 00
82	Vanderburgh	8	162,984 63	.....	.....	63	29	.....	92	68	.....	24	92	1,511,400 00
83	Vermillion	.....	.....	2	.....	32	28	.....	62	54	2	6	62	374,850 00
84	Vigo	6	54,000 00	.....	.....	46	64	.....	110	80	4	26	110	1,879,098 01
85	Wabash	3	69,582 00	.....	1	78	5	.....	84	76	.....	8	84	762,000 00
86	Warren	3	30,100 00	.....	.....	16	62	.....	78	75	.....	3	78	148,300 00
87	Warrick	.....	.....	.....	.....	12	109	.....	121	115	2	4	121	217,050 00
88	Washington	2	2,563 00	.....	.....	3	121	.....	124	115	9	.....	124	179,290 00
89	Wayne	3	28,000 00	.....	1	70	2	.....	73	58	4	11	73	1,046,196 70
90	Wells	.....	.....	1	.....	95	.....	.....	96	92	.....	4	96	332,245 00
91	White	2	23,269 00	.....	.....	14	84	.....	98	92	4	2	98	302,369 00
92	Whitley	.....	.....	4	.....	72	3	.....	79	72	3	4	79	307,850 00
	Total	166	$3,533,199 85	36	82	4,552	3,844	2	8,516	7,642	238	636	8,516	$51,131,981 91

NUMBER AND VALUE OF SCHOOLHOUSES ERECTED 1915-1916

No.	COUNTIES.	Number of Schoolhouses Erected During 1915-1916.				Value of Schoolhouses Erected During 1915-1916.			
		Townships.	Towns.	Cities.	County.	Townships.	Towns.	Cities.	County.
1	Adams	....	....	....	....	.....	.....	.....	.....
2	Allen	....	1	....	1	.....	$21,000 00	.....	$21,000 00
3	Bartholomew	1	....	1	2	$21,000 00	.....	$33,000 00	54.000 00
4	Benton	....	....	....	....	.....	.....	.....	.....
5	Blackford	1	....	....	1	5,000 00	.....	.....	5,000 00
6	Boone	5	....	....	5	27,752 50	.....	.....	27,752 50
7	Brown	1	....	....	1	1,000 00	.....	.....	1,000 00
8	Carroll	....	1	1	2	.....	24,000 00	30,000 00	54,000 00
9	Cass	5	....	....	5	75,166 00	.....	.....	75,166 00
10	Clark	1	....	....	1	12,000 00	.....	.....	12,000 00
11	Clay	3	....	1	4	8,850 00	82,619 19	.....	91,469 19
12	Clinton	1	....	....	1	2,873 68	.....	.....	2,873 68
13	Crawford	....	....	....	....	.....	.....	.....	.....
14	Daviess	4	....	....	4	6,216 00	.....	.....	6,216 00
15	Dearborn	....	....	....	....	.....	.....	.....	.....
16	Decatur	....	....	....	....	.....	.....	.....	.....
17	Dekalb	1	....	....	1	3,300 00	.....	.....	3,300 00
18	Delaware	....	1	....	1	.....	20,000 00	.....	20,000 00
19	Dubois	2	....	....	2	14,515 00	.....	.....	14,515 00
20	Elkhart	3	....	....	3	11,700 00	.....	.....	11,700 00
21	Fayette	1	....	1	2	1,200 00	.....	20,000 00	21,200 00
22	Floyd	1	1	1	3	7,000 00	5,000 00	55,000 00	67,000 00
23	Fountain	1	....	....	1	1,850 00	.....	.....	1,850 00
24	Franklin	1	....	....	1	12,000 00	.....	.....	12,000 00
25	Fulton	....	....	....	....	.....	.....	.....	.....
26	Gibson	....	1	....	1	16,000 00	.....	.....	16,000 00
27	Grant	....	....	....	....	.....	.....	.....	.....
28	Greene	4	....	....	4	30,800 00	.....	.....	30,800 00
29	Hamilton	1	....	....	1	5,000 00	.....	.....	5,000 00
30	Hancock	....	....	....	....	.....	.....	.....	.....
31	Harrison	1	....	....	1	1,200 00	.....	.....	1,200 00
32	Hendricks	2	....	....	2	31,200 00	.....	.....	31,200 00
33	Henry	....	....	....	....	.....	.....	.....	.....
34	Howard	....	....	....	....	.....	.....	.....	.....
35	Huntington	....	....	....	....	.....	.....	.....	.....
36	Jackson	1	....	....	1	2,500 00	.....	.....	2,500 00
37	Jasper	....	....	....	....	.....	.....	.....	.....
38	Jay	1	....	....	1	4,500 00	.....	.....	4,500 00
39	Jefferson	1	....	....	1	800 00	.....	.....	800 00
40	Jennings	1	....	....	1	16,000 00	.....	.....	16,000 00
41	Johnson	....	....	....	....	.....	.....	.....	.....
42	Knox	2	....	....	2	17,350 00	.....	.....	17,350 00
43	Kosciusko	....	....	....	....	.....	.....	.....	.....
44	Lagrange	....	....	....	....	.....	.....	.....	.....
45	Lake	2	1	1	4	29,000 00	14,000 00	134,141 16	177,141 16
46	Laporte	9	....	....	9	119,200 00	.....	.....	119,200 00
47	Lawrence	1	....	1	2	20,000 00	.....	20,000 00	40,000 00
48	Madison	....	....	....	....	.....	.....	.....	.....

NUMBER AND VALUE OF SCHOOLHOUSES ERECTED 1915-1916—Continued

No.	COUNTIES.	Number of Schoolhouses Erected During 1915-1916.				Value of Schoolhouses Erected During 1915-1916.			
		Townships.	Towns.	Cities.	County.	Townships.	Towns.	Cities.	County.
49	Marion	....	....	....	....	.....	.....	.....	.....
50	Marshall	1	....	....	1	$13,000 00	.....	.....	$13,000 00
51	Martin	1	....	....	1	600 00	.....	.....	600 00
52	Miami	1	....	....	1	20,000 00	.....	.....	20,000 00
53	Monroe	3	....	1	4	20,250 00	.....	$15,000 00	35,250 00
54	Montgomery	2	....	1	3	14,500 00	.....	27,000 00	41,500 00
55	Morgan	....	....	....	....	.....	.....	.....	.....
56	Newton	1	....	....	1	1,650 00	.....	.....	1,650 00
57	Noble	3	....	1	4	28,990 00	.....	41,967 59	70,957 59
58	Ohio	....	....	....	....	.....	.....	.....	.....
59	Orange	3	....	....	3	2,761 00	.....	.....	2,761 00
60	Owen	1	....	....	1	20,000 00	.....	.....	20,000 00
61	Parke	....	....	....	....	.....	.....	.....	.....
62	Perry	....	....	....	....	.....	.....	.....	.....
63	Pike	1	....	....	1	1,680 00	.....	.....	1,680 00
64	Porter	5	....	....	5	26,700 00	.....	.....	26,700 00
65	Posey	2	....	....	2	9,560 00	.....	.....	9,560 00
66	Pulaski	1	....	....	1	25,000 00	.....	.....	25,000 00
67	Putnam	1	....	....	1	900 00	.....	.....	900 00
68	Randolph	4	....	1	5	32,875 00	.....	31,000 00	63,875 00
69	Ripley	2	....	....	2	8,000 00	.....	.....	8,000 00
70	Rush	1	....	....	1	45,000 00	.....	.....	45,000 00
71	Scott	....	....	....	....	.....	.....	.....	.....
72	Shelby	....	....	....	....	.....	.....	.....	.....
73	Spencer	....	....	....	....	.....	.....	.....	.....
74	Starke	2	....	....	2	15,000 00	.....	.....	15,000 00
75	St. Joseph	1	....	2	3	24,000 00	.....	2,000 00	26,000 00
76	Steuben	2	....	1	3	42,500 00	.....	4,000 00	46,500 00
77	Sullivan	1	....	....	1	35,000 00	.....	.....	35,000 00
78	Switzerland	....	....	....	....	.....	.....	.....	.....
79	Tippecanoe	2	....	....	2	62,000 00	.....	.....	62,000 00
80	Tipton	....	....	....	....	.....	.....	.....	.....
81	Union	....	....	....	....	.....	.....	.....	.....
82	Vanderburgh	1	....	....	1	10,264 00	.....	.....	10,264 00
83	Vermillion	1	....	....	1	4,526 00	.....	.....	4,526 00
84	Vigo	4	....	1	5	28,000 00	.....	16,000 00	44,000 00
85	Wabash	4	....	....	4	90,000 00	.....	.....	90,000 00
86	Warren	2	....	....	2	32,000 00	.....	.....	32,000 00
87	Warrick	1	....	....	1	1,200 00	.....	.....	1,200 00
88	Washington	3	1	....	4	3,100 00	$4,800 00	.....	7,900 00
89	Wayne	2	....	....	2	11,800 00	.....	.....	11,800 00
90	Wells	....	....	....	....	.....	.....	.....	.....
91	White	2	....	....	2	35,992 28	.....	.....	35,992 28
92	Whitley	....	....	....	....	.....	.....	.....	.....
	Total	119	7	15	141	$1,171,821 46	$171,419 19	$429,108 75	$1,772,349 40

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

TOWNSHIPS.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
1	Adams	1	.....	78	8	.....	87
2	Allen	3	.....	160	9	.....	172
3	Bartholomew	.....	.....	49	23	.....	72
4	Benton	.....	.....	12	58	.....	70
5	Blackford	.....	.....	34	3	.....	37
6	Boone	1	.....	69	34	.....	104
7	Brown	.....	.....	.....	73	.....	73
8	Carroll	1	.....	51	26	.....	78
9	Cass	.....	.....	60	28	.....	88
10	Clark	.....	.....	10	80	2	92
11	Clay	.....	.....	56	36	.....	92
12	Clinton	.....	2	39	24	.....	65
13	Crawford	3	.....	.....	77	.....	80
14	Daviess	1	.....	42	57	.....	100
15	Dearborn	.....	3	42	38	.....	83
16	Decatur	1	.....	55	1	.....	57
17	Dekalb	2	.....	78	4	.....	84
18	Delaware	1	.....	66	1	.....	68
19	Dubois	.....	.....	3	92	.....	95
20	Elkhart	.....	.....	96	12	.....	108
21	Fayette	.....	.....	5	22	.....	27
22	Floyd	.....	.....	3	33	.....	36
23	Fountain	.....	.....	12	38	.....	50
24	Franklin	1	10	47	24	.....	82
25	Fulton	.....	.....	38	26	.....	64
26	Gibson	.....	.....	13	100	.....	113
27	Grant	.....	.....	105	5	.....	110
28	Greene	.....	.....	30	106	.....	136
29	Hamilton	.....	.....	64	4	.....	68
30	Hancock	.....	.....	58	5	.....	63
31	Harrison	.....	.....	1	140	.....	141
32	Hendricks	.....	.....	59	7	.....	66
33	Henry	.....	.....	35	22	.....	57
34	Howard	.....	.....	55	4	.....	59
35	Huntington	1	.....	95	1	.....	97
36	Jackson	.....	.....	11	79	.....	90
37	Jasper	2	.....	3	92	.....	97
38	Jay	.....	.....	85	4	.....	89
39	Jefferson	1	29	10	46	.....	86
40	Jennings	.....	.....	45	35	.....	80
41	Johnson	.....	.....	49	6	.....	55
42	Knox	.....	.....	32	45	.....	77
43	Kosciusko	1	.....	99	7	.....	107
44	Lagrange	.....	.....	46	33	.....	79
45	Lake	1	.....	20	23	.....	44
46	Laporte	.....	1	49	42	.....	92
47	Lawrence	.....	.....	8	95	.....	103
48	Madison	.....	.....	115	7	.....	122
49	Marion	.....	.....	55	20	.....	75
50	Marshall	.....	.....	42	74	.....	116
51	Martin	.....	.....	3	90	.....	93
52	Miami	1	.....	64	21	.....	86
53	Monroe	.....	4	10	88	.....	102
54	Montgomery	.....	.....	40	18	.....	58
55	Morgan	.....	.....	69	19	.....	88
56	Newton	.....	.....	3	59	.....	62

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

TOWNSHIPS—Continued.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
57	Noble	.....	.....	76	3	.....	79
58	Ohio	.....	.....	.....	24	.....	24
59	Orange	.....	.....	.....	87	.....	87
60	Owen	.....	.....	4	83	.....	87
61	Parke	.....	.....	18	82	.....	100
62	Perry	.....	.....	.....	101	.....	101
63	Pike	.....	.....	8	89	.....	97
64	Porter	2	.....	49	36	.....	87
65	Posey	2	.....	37	32	.....	71
66	Pulaski	.....	.....	13	61	.....	74
67	Putnam	.....	.....	17	72	.....	89
68	Randolph	1	.....	38	42	.....	81
69	Ripley	.....	11	56	29	.....	96
70	Rush	.....	.....	41	7	.....	48
71	Scott	.....	.....	26	14	.....	40
72	Shelby	.....	.....	83	2	.....	85
73	Spencer	.....	.....	35	64	.....	99
74	Starke	1	.....	24	27	.....	52
75	St. Joseph	1	.....	62	43	.....	106
76	Steuben	.....	.....	75	12	.....	87
77	Sullivan	.....	.....	55	49	.....	104
78	Switzerland	.....	9	14	47	.....	70
79	Tippecanoe	.....	.....	44	11	.....	55
80	Tipton	.....	.....	52	3	.....	55
81	Union	.....	.....	22	6	.....	28
82	Vanderburgh	.....	.....	36	24	.....	60
83	Vermillion	2	.....	28	24	.....	54
84	Vigo	.....	.....	23	84	.....	107
85	Wabash	.....	.....	66	6	.....	72
86	Warren	.....	.....	15	57	.....	72
87	Warrick	.....	.....	6	106	.....	112
88	Washington	.....	.....	.....	117	.....	117
89	Wayne	.....	.....	55	3	.....	58
90	Wells	1	.....	89	.....	.....	90
91	White	.....	.....	8	77	.....	85
92	Whitley	4	.....	70	2	.....	76
	Total	36	69	3,723	3,650	2	7,480

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

TOWNS.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
1	Adams			2			2
2	Allen						
3	Bartholomew			2			2
4	Benton			1			1
5	Blackford						
6	Boone		1				1
7	Brown			1			1
8	Carroll			1			1
9	Cass			2			2
10	Clark			3	2		5
11	Clay			2	3		5
12	Clinton						
13	Crawford			3	2		5
14	Daviess			2			2
15	Dearborn		1	4			5
16	Decatur			2			2
17	Dekalb			5	1		6
18	Delaware			3			3
19	Dubois			2			2
20	Elkhart			3	2		5
21	Fayette			1			1
22	Floyd				1		1
23	Fountain						
24	Franklin			2			2
25	Fulton			1			1
26	Gibson			2			2
27	Grant			6	1		7
28	Greene			4			4
29	Hamilton			3			3
30	Hancock			1			1
31	Harrison			2	4		6
32	Hendricks			2			2
33	Henry			3			3
34	Howard						
35	Huntington			5			5
36	Jackson			2	1		3
37	Jasper			2			2
38	Jay			2			2
39	Jefferson						
40	Jennings			2			2
41	Johnson			2			2
42	Knox						
43	Kosciusko			4			4
44	Lagrange			1			1
45	Lake			8	2		10
46	Laporte						
47	Lawrence						
48	Madison			5			5
49	Martin			2			2
50	Marshall			4			4
51	Martin			1	1		2
52	Miami			2			2
53	Monroe						
54	Montgomery			3			3
55	Morgan			2			2
56	Newton			4			4

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

TOWNS—Continued.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
57	Noble			1			1
58	Ohio						
59	Orange			5	1		6
60	Owen			3	1		4
61	Parke			3	1		4
62	Perry			2			2
63	Pike			1			1
64	Porter						
65	Posey			2			2
66	Pulaski			2			2
67	Putnam			2			2
68	Randolph			2			2
69	Ripley			4			4
70	Rush			2			2
71	Scott			2			2
72	Shelby						
73	Spencer			3	2		5
74	Starke			3			3
75	St. Joseph			1			1
76	Steuben			2			2
77	Sullivan			5	2		7
78	Switzerland			2	1		3
79	Tippecanoe			3			3
80	Tipton						
81	Union			3			3
82	Vanderburgh						
83	Vermillion			1	2		3
84	Vigo			4			4
85	Wabash			2			2
86	Warren			1	1		2
87	Warrick			2			2
88	Washington			3	6		9
89	Wayne			4			4
90	Wells						
91	White			3			3
92	Whitley			2	1		3
	Total		2	191	38		231

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

CITIES

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
1	Adams	.....	.....	4	.....	.....	4
2	Allen	.....	1	18	.....	.....	19
3	Bartholomew	1	.....	6	1	.....	8
4	Benton	.....	.....	.....	.....	.....	.....
5	Blackford	.....	.....	8	.....	.....	8
6	Boone	.....	.....	4	.....	.....	4
7	Brown	.....	.....	.....	.....	.....	.....
8	Carroll	.....	.....	2	.....	.....	2
9	Cass	.....	1	10	.....	.....	11
10	Clark	.....	.....	6	.....	.....	6
11	Clay	.....	.....	8	.....	.....	8
12	Clinton	.....	1	4	.....	.....	5
13	Crawford	.....	.....	.....	.....	.....	.....
14	Daviess	.....	.....	5	.....	.....	5
15	Dearborn	.....	.....	6	.....	.....	6
16	Decatur	.....	.....	3	.....	.....	3
17	Dekalb	.....	.....	9	1	.....	10
18	Delaware	.....	.....	9	1	.....	10
19	Dubois	.....	.....	3	.....	.....	3
20	Elkhart	.....	1	17	.....	.....	18
21	Fayette	.....	.....	4	.....	.....	4
22	Floyd	.....	.....	13	3	.....	16
23	Fountain	.....	.....	6	.....	.....	6
24	Franklin	.....	.....	.....	.....	.....	.....
25	Fulton	.....	.....	3	.....	.....	3
26	Gibson	.....	.....	4	.....	.....	4
27	Grant	.....	.....	14	2	.....	16
28	Greene	.....	.....	6	1	.....	7
29	Hamilton	.....	.....	4	.....	.....	4
30	Hancock	.....	1	3	1	.....	5
31	Harrison	.....	.....	.....	.....	.....	.....
32	Hendricks	.....	.....	.....	.....	.....	.....
33	Henry	.....	.....	6	.....	.....	6
34	Howard	.....	.....	8	1	.....	9
35	Huntington	.....	.....	6	.....	.....	6
36	Jackson	.....	.....	5	.....	.....	5
37	Jasper	.....	.....	4	.....	.....	4
38	Jay	.....	.....	6	.....	.....	6
39	Jefferson	.....	.....	5	.....	.....	5
40	Jennings	.....	.....	1	1	.....	2
41	Johnson	.....	.....	4	.....	.....	4
42	Knox	.....	.....	10	1	.....	11
43	Kosciusko	.....	.....	4	.....	.....	4
44	Lagrange	.....	.....	.....	.....	.....	.....
45	Lake	2	1	27	28	.....	58
46	Laporte	.....	1	13	2	.....	16
47	Lawrence	.....	3	5	1	.....	9
48	Madison	.....	.....	21	1	.....	22

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

CITIES—Continued

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
49	Marion	.....	.....	59	11	.....	70
50	Marshall	.....	.....	2	.....	.....	2
51	Martin	.....	.....	1	.....	.....	1
52	Miami	.....	.....	7	.....	.....	7
53	Monroe	.....	1	5	1	.....	7
54	Montgomery	.....	1	7	1	.....	9
55	Morgan	.....	.....	4	.....	.....	4
56	Newton	.....	.....	.....	.....	.....	.....
57	Noble	.....	.....	6	.....	.....	6
58	Ohio	.....	.....	1	1	.....	2
59	Orange	.....	.....	.....	.....	.....	.....
60	Owen	.....	.....	.....	.....	.....	.....
61	Parke	.....	.....	.....	.....	.....	.....
62	Perry	.....	.....	4	1	.....	5
63	Pike	.....	.....	.....	.....	.....	.....
64	Porter	.....	.....	3	.....	.....	3
65	Posey	.....	.....	5	.....	.....	5
66	Pulaski	.....	.....	.....	.....	.....	.....
67	Putnam	.....	.....	4	.....	.....	4
68	Randolph	.....	.....	6	.....	.....	6
69	Ripley	.....	.....	2	.....	.....	2
70	Rush	.....	.....	5	.....	.....	5
71	Scott	.....	.....	.....	.....	.....	.....
72	Shelby	.....	.....	8	.....	.....	8
73	Spencer	.....	.....	3	1	.....	4
74	Starke	.....	.....	.....	.....	.....	.....
75	St. Joseph	1	.....	23	14	.....	38
76	Steuben	.....	.....	3	1	.....	4
77	Sullivan	.....	.....	4	.....	.....	4
78	Switzerland	.....	.....	2	.....	.....	2
79	Tippecanoe	.....	1	9	.....	.....	10
80	Tipton	.....	.....	2	.....	.....	2
81	Union	.....	.....	.....	.....	.....	.....
82	Vanderburgh	.....	.....	27	1	.....	28
83	Vermillion	.....	.....	5	2	.....	7
84	Vigo	.....	.....	26	1	.....	27
85	Wabash	.....	1	5	.....	.....	6
86	Warren	.....	.....	.....	.....	.....	.....
87	Warrick	.....	.....	3	1	.....	4
88	Washington	.....	.....	.....	.....	.....	.....
89	Wayne	.....	.....	11	.....	.....	11
90	Wells	.....	.....	4	.....	.....	4
91	White	.....	.....	2	.....	.....	2
92	Whitley	.....	.....	4	.....	.....	4
	Total	4	14	566	81	.....	665

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

COUNTIES.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
1	Adams	1		84	8		93
2	Allen	3	1	178	9		191
3	Bartholomew	1		57	24		82
4	Benton			13	58		71
5	Blackford			42	3		45
6	Boone	1	1	73	34		109
7	Brown			1	73		74
8	Carroll	1		54	26		81
9	Cass		1	72	28		101
10	Clark			19	82	2	103
11	Clay			66	39		105
12	Clinton		3	43	24		70
13	Crawford	3		3	79		85
14	Daviess	1		49	57		107
15	Dearborn		4	52	38		94
16	Decatur	1		60	1		62
17	Dekalb	2		92	6		100
18	Delaware	1		78	2		81
19	Dubois			8	92		100
20	Elkhart		1	116	14		131
21	Fayette			10	22		32
22	Floyd			16	37		53
23	Fountain			18	38		56
24	Franklin	1	10	49	24		84
25	Fulton			42	26		68
26	Gibson			19	100		119
27	Grant			125	8		133
28	Greene			40	107		147
29	Hamilton			71	4		75
30	Hancock		1	62	6		69
31	Harrison			3	144		147
32	Hendricks			61	7		68
33	Henry			44	22		66
34	Howard			63	5		68
35	Huntington	1		106	1		108
36	Jackson			18	80		98
37	Jasper	2		9	92		103
38	Jay			93	4		97
39	Jefferson	1	29	15	46		91
40	Jennings			48	36		84
41	Johnson			55	6		61
42	Knox			42	46		88
43	Kosciusko	1		107	7		115
44	Lagrange			47	33		80
45	Lake	3	1	55	53		112
46	Laporte		2	62	44		108
47	Lawrence		3	13	96		112
48	Madison			141	8		149

ENTIRE NUMBER OF SCHOOLHOUSES, 1915-1916.

COUNTIES—Continued.

No.	COUNTIES.	Concrete.	Stone.	Brick.	Frame.	Log.	Total.
49	Marion	.....	.....	116	31	.....	147
50	Marshall	.....	.....	48	74	.....	122
51	Martin	.....	.....	5	91	.....	96
52	Miami	1	.....	73	21	.....	95
53	Monroe	.....	5	15	89	.....	109
54	Montgomery	.....	1	50	19	.....	70
55	Morgan	.....	.....	75	19	.....	94
56	Newton	.....	.....	7	59	.....	66
57	Noble	.....	.....	83	3	.....	86
58	Ohio	.....	.....	1	25	.....	26
59	Orange	.....	.....	5	88	.....	93
60	Owen	.....	.....	7	84	.....	91
61	Parke	.....	.....	21	83	.....	104
62	Perry	.....	.....	6	102	.....	108
63	Pike	.....	.....	9	89	.....	98
64	Porter	2	.....	52	36	.....	90
65	Posey	2	.....	44	32	.....	78
66	Pulaski	.....	.....	15	61	.....	76
67	Putnam	.....	.....	23	72	.....	95
68	Randolph	1	.....	46	42	.....	98
69	Ripley	.....	11	62	29	.....	102
70	Rush	.....	.....	48	7	.....	55
71	Scott	.....	.....	28	14	.....	42
72	Shelby	.....	.....	91	2	.....	93
73	Spencer	.....	.....	41	67	.....	108
74	Starke	1	.....	27	27	.....	55
75	St. Joseph	2	.....	86	57	.....	145
76	Steuben	.....	.....	80	13	.....	93
77	Sullivan	.....	.....	64	51	.....	115
78	Switzerland	.....	9	18	48	.....	75
79	Tippecanoe	.....	1	56	11	.....	68
80	Tipton	.....	.....	54	3	.....	57
81	Union	.....	.....	25	6	.....	31
82	Vanderburgh	.....	.....	63	25	.....	88
83	Vermillion	2	.....	34	28	.....	64
84	Vigo	.....	.....	53	85	.....	138
85	Wabash	.....	1	73	6	.....	80
86	Warren	.....	.....	16	58	.....	74
87	Warrick	.....	.....	11	107	.....	118
89	Washington	.....	.....	3	123	.....	126
89	Wayne	.....	.....	70	3	.....	73
90	Wells	1	.....	93	.....	.....	94
91	White	.....	.....	13	77	.....	90
92	Whitley	4	.....	76	3	.....	83
	Total	40	85	4,480	3,769	2	8,376

NUMBER OF TEACHERS EMPLOYED, 1914-1915

No.	COUNTIES.	31					32					By Townships, Towns, Cities and Counties.			
		Male White.	Male Colored.	Female White.	Female Colored.	Total.	In Elementary Schools.	In Commissioned High Schools.	In Certified High Schools.	In Non-Certified High Schools.	Total.	Number Teachers in Township Schools.	Number Teachers in Town Schools.	Number Teachers in City Schools.	Total.
1	Adams	65	.....	84	.....	149	124	20	.....	5	149	99	21	29	149
2	Allen	115	.....	352	.....	467	407	60	.....	.....	467	199	2	266	467
3	Bartholomew	78	1	106	1	186	152	30	.....	4	186	109	14	63	186
4	Benton	34	.....	104	.....	138	100	32	6	.....	138	126	12	.....	138
5	Blackford	59	.....	42	.....	101	82	17	.....	2	101	43	.....	58	101
6	Boone	77	.....	113	.....	190	155	35	.....	.....	190	139	10	41	190
7	Brown	55	.....	30	.....	85	77	4	4	.....	85	77	8	.....	85
8	Carroll	53	.....	107	.....	160	128	26	2	4	160	130	13	17	160
9	Cass	69	.....	172	.....	241	193	45	3	.....	241	121	17	103	241
10	Clark	59	6	118	8	191	168	16	7	.....	191	120	17	54	191
11	Clay	72	.....	154	.....	226	187	34	5	.....	226	139	25	62	226
12	Clinton	86	.....	109	.....	195	151	39	5	.....	195	136	.....	59	195
13	Crawford	81	.....	32	.....	113	79	23	11	.....	113	79	34	.....	113
14	Daviess	106	1	96	1	204	158	28	15	3	204	142	17	45	204
15	Dearborn	44	.....	106	.....	150	133	13	.....	4	150	84	17	49	150
16	Decatur	38	.....	100	.....	138	109	25	.....	4	138	97	8	33	138
17	Dekalb	60	.....	117	.....	177	145	32	.....	.....	177	91	22	64	177
18	Delaware	87	.....	256	.....	343	286	55	.....	2	343	177	22	144	343
19	Dubois	66	.....	95	.....	161	141	13	6	1	161	119	10	32	161
20	Elkhart	97	.....	212	.....	309	243	65	.....	1	309	122	35	152	309
21	Fayette	36	.....	58	.....	94	71	12	8	3	94	50	4	40	94
22	Floyd	47	4	99	7	157	138	19	.....	.....	157	47	2	108	157
23	Fountain	45	.....	115	.....	160	120	38	.....	2	160	108	52	.....	160
24	Franklin	39	.....	66	.....	105	89	.....	.....	16	105	87	18	.....	105
25	Fulton	63	.....	92	.....	155	121	25	9	.....	155	119	7	29	155
26	Gibson	101	5	126	5	237	192	30	14	1	237	180	12	45	237
27	Grant	101	1	222	3	327	264	61	1	1	327	141	51	135	327
	Greene	117	.....	162	.....	279	230	36	10	3	279	193	30	56	279

29	Hamilton	81	.....	123	.....	204	155	44	5	.....	204	146	26	32	204
30	Hancock	53	.....	87	.....	140	101	24	12	3	140	98	11	31	140
31	Harrison	105	2	78	.....	185	158	7	19	1	185	156	29	.....	185
32	Hendricks	55	.....	118	.....	173	126	46	.....	1	173	155	18	.....	173
33	Henry	61	.....	157	.....	218	174	29	12	3	218	134	27	57	218
34	Howard	63	.....	139	1	203	163	40	.....	.....	203	112	.....	91	203
35	Huntington	92	.....	130	.....	222	166	36	20	.....	222	119	42	61	222
36	Jackson	55	1	123	.....	179	146	24	4	5	179	123	21	35	179
37	Jasper	33	.....	99	.....	132	114	17	.....	1	132	92	17	23	132
38	Jay	86	.....	97	.....	183	145	33	4	1	183	117	12	54	183
39	Jefferson	40	3	105	2	150	125	13	10	2	150	109	.....	41	150
40	Jennings	41	.....	87	1	129	105	5	12	7	129	105	5	19	129
41	Johnson	46	1	123	1	171	119	41	11	.....	171	107	31	33	171
42	Knox	88	1	199	2	290	210	76	.....	4	290	174	.....	116	290
43	Kosciusko	86	.....	135	.....	221	175	33	10	3	221	164	28	29	221
44	Lagrange	56	.....	79	.....	135	101	24	.....	10	135	120	15	.....	135
45	Lake	109	1	506	1	617	507	102	2	6	617	89	58	470	617
46	Laporte	49	.....	260	.....	309	241	65	.....	3	309	164	.....	145	309
47	Lawrence	77	1	160	.....	238	198	17	22	1	238	158	.....	80	238
48	Madison	116	.....	272	.....	388	312	71	.....	5	388	140	39	209	388
49	Marion	175	14	1,091	65	1,345	1,099	229	7	10	1,345	204	9	1,132	1,345
50	Marshall	85	.....	115	.....	200	163	28	8	1	200	133	42	25	200
51	Martin	67	.....	48	.....	115	102	8	3	2	115	97	9	9	115
52	Miami	78	.....	137	.....	215	174	26	12	3	215	136	16	63	215
53	Monroe	61	1	136	1	199	172	27	.....	.....	199	129	.....	70	199
54	Montgomery	64	1	178	1	244	164	64	15	1	244	174	11	59	244
55	Morgan	63	.....	120	.....	183	148	31	2	2	183	129	16	38	183
56	Newton	25	.....	81	.....	106	87	17	.....	2	106	66	40	.....	106
57	Noble	73	.....	103	.....	176	131	45	.....	.....	176	117	9	50	176
58	Ohio	10	1	23	.....	34	30	4	.....	.....	34	21	.....	13	34
59	Orange	55	.....	83	1	139	117	22	.....	.....	139	86	53	.....	139
60	Owen	60	1	69	.....	130	108	11	10	1	130	105	25	.....	130
61	Parke	57	1	111	1	170	140	22	8	.....	170	139	31	.....	170
62	Perry	75	1	76	.....	152	127	10	15	.....	152	121	4	27	152
63	Pike	96	.....	55	1	152	130	13	6	3	152	135	17	.....	152
64	Porter	24	.....	140	.....	164	134	22	2	6	164	124	.....	40	164
65	Posey	72	3	87	2	164	126	35	.....	3	164	107	21	36	164
66	Pulaski	33	.....	84	.....	117	99	16	.....	2	117	104	13	.....	117
67	Putnam	76	.....	99	.....	175	136	22	5	12	175	124	24	27	175
68	Randolph	81	.....	158	.....	239	173	61	4	1	239	170	17	52	239

NUMBER OF TEACHERS EMPLOYED, 1914-1915—Continued

No.	COUNTIES.	31					32					By Townships, Towns, Cities and Counties.			
		Male White.	Male Colored.	Female White.	Female Colored.	Total.	In Elementary Schools.	In Commissioned High Schools.	In Certified High Schools.	In Non-Certified High Schools.	Total.	Number Teachers in Township Schools.	Number Teachers in Town Schools.	Number Teachers in City Schools.	Total
69	Ripley	60	.....	80	.....	140	121	16	.....	3	140	106	25	9	140
70	Rush	44	1	99	2	146	108	20	13	5	146	102	10	34	146
71	Scott	28	.....	40	.....	68	59	9	.....	.....	68	53	15	.....	68
72	Shelby	83	1	115	2	201	164	32	.....	5	201	139	.....	62	201
73	Spencer	62	3	114	3	182	154	24	3	1	182	137	28	17	182
74	Starke	36	.....	65	.....	101	82	11	6	2	101	73	28	.....	101
75	St. Joseph	86	.....	455	.....	541	455	85	.....	1	541	131	9	401	541
76	Steuben	42	.....	88	.....	130	97	26	3	4	130	98	16	16	130
77	Sullivan	70	.....	162	.....	232	181	31	17	3	232	153	47	32	232
78	Switzerland	41	.....	54	.....	95	86	5	4	.....	95	74	9	12	95
79	Tippecanoe	69	1	211	1	282	201	76	3	2	282	146	24	112	282
80	Tipton	55	.....	69	.....	124	95	27	.....	2	124	99	.....	25	124
81	Union	19	.....	39	.....	58	45	7	.....	6	58	38	20	.....	58
82	Vanderburgh	53	9	330	26	418	354	64	.....	.....	418	102	.....	316	418
83	Vermillion	32	.....	135	1	168	141	26	1	.....	168	108	16	44	168
84	Vigo	96	8	452	10	566	492	69	3	2	566	186	26	354	566
85	Wabash	60	.....	158	.....	218	165	48	5	.....	218	145	18	55	218
86	Warren	26	.....	81	.....	107	92	13	.....	2	107	87	20	.....	107
87	Warrick	81	2	100	3	186	159	11	14	2	186	149	10	27	186
88	Washington	85	.....	76	.....	161	144	11	3	3	161	116	45	.....	161
89	Wayne	77	.....	213	.....	290	212	65	10	3	290	125	41	124	290
90	Wells	85	.....	85	.....	170	139	23	4	4	170	135	.....	35	170
91	White	52	.....	110	.....	162	130	32	.....	.....	162	102	39	21	162
92	Whitley	43	.....	87	.....	130	104	17	7	2	130	88	19	23	130
	Total	6,057	76	12,934	153	19,220	15,524	3,041	442	213	19,220	10,969	1,681	6,570	19,220

NUMBER TEACHERS EMPLOYED IN ALL SCHOOLS, 1915-1916.

BY COUNTIES.

No.	COUNTIES.	MALE.		FEMALE.		Total.
		White.	Colored.	White.	Colored.	
1	Adams	65		86		151
2	Allen	123		357		480
3	Bartholomew	73	1	111	1	186
4	Benton	31		105		136
5	Blackford	37		63		100
6	Boone	86		108		194
7	Brown	55		32		87
8	Carroll	55		101		156
9	Cass	73		175		248
10	Clark	63	5	118	9	195
11	Clay	78		151		229
12	Clinton	88		112		200
13	Crawford	76		41		117
14	Daviess	96	1	108	1	206
15	Dearborn	45		107		152
16	Decatur	41		97		138
17	Dekalb	61		117		178
18	Delaware	96		272		368
19	Dubois	75		91		166
20	Elkhart	105		213		318
21	Fayette	31		65		96
22	Floyd	41	4	97	7	149
23	Fountain	43		116		159
24	Franklin	43		62		105
25	Fulton	59		95		154
26	Gibson	96	6	140	5	247
27	Grant	100	1	220	3	324
28	Greene	123		168		291
29	Hamilton	82		126		208
30	Hancock	49		94		143
31	Harrison	111	2	82		195
32	Hendricks	55		123		178
33	Henry	65		157		222
34	Howard	66		142	1	209
35	Huntington	103		123		226
36	Jackson	54	1	123		178
37	Jasper	32		101		133
38	Jay	79		104		183
39	Jefferson	34	2	113	2	151
40	Jennings	46		82	1	129
41	Johnson	46	1	120	1	168
42	Knox	100	1	219	2	322
43	Kosciusko	91		136		227
44	Lagrange	55		81		136
45	Lake	114	1	524	1	640
46	Laporte	57		265		322
47	Lawrence	79	1	160		240
48	Madison	118		270		388

NUMBER TEACHERS EMPLOYED IN ALL SCHOOLS, 1915-1916.

BY COUNTIES—Continued.

No.	COUNTIES.	MALE.		FEMALE.		Total.
		White.	Colored.	White.	Colored.	
49	Marion	190	16	1,140	78	1,424
50	Marshall	95	.....	111	.....	206
51	Martin	63	.....	51	.....	114
52	Miami	81	.....	137	.....	218
53	Monroe	61	1	142	1	205
54	Montgomery	71	1	191	1	264
55	Morgan	64	.....	122	.....	186
56	Newton	23	.....	81	.....	104
57	Noble	71	.....	109	.....	180
58	Ohio	7	.....	26	.....	33
59	Orange	56	.....	84	1	141
60	Owen	53	1	74	.....	128
61	Parke	54	1	112	1	168
62	Perry	69	1	84	.....	154
63	Pike	97	.....	55	1	153
64	Porter	23	.....	145	.....	168
65	Posey	70	3	89	3	165
66	Pulaski	37	.....	86	.....	123
67	Putnam	80	.....	105	.....	185
68	Randolph	84	.....	154	.....	238
69	Ripley	61	.....	81	.....	142
70	Rush	44	1	102	2	149
71	Scott	24	.....	43	.....	67
72	Shelby	87	1	109	2	199
73	Spencer	67	4	110	3	184
74	Starke	37	.....	66	.....	103
75	St. Joseph	85	.....	469	.....	554
76	Steuben	34	.....	94	.....	128
77	Sullivan	67	.....	168	.....	235
78	Switzerland	41	.....	54	.....	95
79	Tippecanoe	66	1	213	1	281
80	Tipton	56	.....	64	.....	120
81	Union	17	.....	42	.....	59
82	Vanderburgh	55	10	348	24	437
83	Vermillion	33	.....	140	1	174
84	Vigo	93	8	471	10	582
85	Wabash	52	.....	165	.....	217
86	Warren	27	.....	81	.....	108
87	Warrick	89	2	99	2	192
8	Washington	80	.....	81	.....	161
89	Wayne	78	.....	222	.....	300
90	Wells	87	.....	87	.....	174
91	White	54	.....	110	.....	164
92	Whitley	52	.....	86	.....	138
	Total	6,129	78	13,276	165	19,648

NUMBER TEACHERS EMPLOYED, 1915-1916.

BY TOWSHIPS, TOWNS, CITIES AND COUNTIES.

No.	COUNTIES.	Number Teachers in Township Schools.	Number Teachers in Town Schools.	Number Teachers in City Schools.	Total.
1	Adams	100	22	29	151
2	Allen	196	3	281	480
3	Bartholomew	108	11	67	186
4	Benton	123	13	.....	136
5	Blackford	43	.....	57	100
6	Boone	141	12	41	194
7	Brown	79	8	.....	87
8	Carroll	125	14	17	156
9	Cass	123	17	108	248
10	Clark	124	17	54	195
11	Clay	138	26	65	229
12	Clinton	139	.....	61	200
13	Crawford	80	37	.....	117
14	Daviess	140	17	49	206
15	Dearborn	85	17	50	152
16	Decatur	94	9	35	138
17	Dekalb	91	22	65	178
18	Delaware	194	24	150	368
19	Dubois	123	11	32	166
20	Elkhart	129	34	155	318
21	Fayette	50	4	42	96
22	Floyd	44	4	101	149
23	Fountain	106	.....	53	159
24	Franklin	87	18	.....	105
25	Fulton	117	7	30	154
26	Gibson	184	15	48	247
27	Grant	140	50	134	324
28	Greene	202	32	57	291
29	Hamilton	149	26	33	208
30	Hancock	99	12	32	143
31	Harrison	165	30	.....	195
32	Hendricks	160	18	.....	178
33	Henry	140	29	53	222
34	Howard	109	.....	100	209
35	Huntington	121	42	63	226
36	Jackson	120	23	35	178
37	Jasper	92	18	23	133
38	Jay	117	12	54	183
39	Jefferson	109	.....	42	151
40	Jennings	105	5	19	129
41	Johnson	105	28	35	168
42	Knox	198	.....	124	322
43	Kosciusko	171	25	31	227
44	Lagrange	121	15	.....	136
45	Lake	95	59	486	640
46	Laporte	170	.....	152	322
47	Lawrence	158	.....	82	240
48	Madison	138	41	209	388

NUMBER TEACHERS EMPLOYED, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES AND COUNTIES—Continued.

No.	COUNTIES.	Number Teachers in Township Schools.	Number Teachers in Town Schools.	Number Teachers in City Schools.	Total.
49	Marion	213	10	1,201	1,424
50	Marshall	135	45	26	206
51	Martin	96	9	9	114
52	Miami	136	18	64	218
53	Monroe	132	.....	73	205
54	Montgomery	189	12	63	264
55	Morgan	131	16	39	186
56	Newton	63	41	.....	104
57	Noble	119	11	50	180
58	Ohio	20	.....	13	33
59	Orange	88	53	.....	141
60	Owen	103	25	.....	128
61	Parke	148	20	.....	168
62	Perry	121	4	29	154
63	Pike	136	17	.....	153
64	Porter	128	.....	40	168
65	Posey	105	23	37	165
66	Pulaski	110	13	.....	123
67	Putnam	133	25	27	185
68	Randolph	165	20	53	238
69	Ripley	106	27	9	142
70	Rush	100	10	39	149
71	Scott	52	15	.....	67
72	Shelby	137	.....	62	199
73	Spencer	134	31	19	184
74	Starke	74	29	.....	103
75	St. Joseph	132	9	413	554
76	Steuben	95	16	17	128
77	Sullivan	155	48	32	235
78	Switzerland	73	10	12	95
79	Tippecanoe	144	25	112	281
80	Tipton	94	.....	26	120
81	Union	39	20	.....	59
82	Vanderburgh	83	.....	354	437
83	Vermillion	111	16	47	174
84	Vigo	192	26	364	582
85	Wabash	143	19	55	217
86	Warren	95	13	.....	108
87	Warrick	152	10	30	192
88	Washington	118	43	.....	161
89	Wayne	129	39	132	300
90	Wells	139	.....	35	174
91	White	114	30	20	164
92	Whitley	93	20	25	138
	Total	11,122	1,645	6,881	19,648

TOTAL NUMBER OF SUPERINTENDENTS, SUPERVISORS AND TEACHERS EMPLOYED, 1915-1916.

BY COUNTIES.

Classified According to Kinds of Schools Where Employed.

No.	COUNTIES.	In Elementary Schools.	In Commissioned High Schools.	In Certified High Schools.	In Non-Certified High Schools.	Total.
1	Adams	126	22	.....	3	151
2	Allen	416	64	.....	.....	480
3	Bartholomew	152	31	.....	3	186
4	Benton	99	33	4	.....	136
5	Blackford	82	18	.....	.....	100
6	Boone	157	37	.....	.....	194
7	Brown	78	4	5	.....	87
8	Carroll	118	30	5	3	156
9	Cass	197	49	2	.....	248
10	Clark	171	16	5	3	195
11	Clay	187	34	7	1	229
12	Clinton	153	45	.....	2	200
13	Crawford	99	17	1	.....	117
14	Daviess	164	33	6	3	206
15	Dearborn	134	14	.....	4	152
16	Decatur	110	24	.....	4	138
17	Dekalb	144	34	.....	.....	178
18	Delaware	298	68	.....	2	368
19	Dubois	143	14	8	1	166
20	Elkhart	238	79	.....	1	318
21	Fayette	74	12	8	2	96
22	Floyd	128	19	2	.....	149
23	Fountain	117	40	.....	2	159
24	Franklin	88	8	.....	9	105
25	Fulton	120	28	6	.....	154
26	Gibson	198	42	6	1	247
27	Grant	261	62	.....	1	324
28	Greene	241	38	10	2	291
29	Hamilton	157	45	5	1	208
30	Hancock	103	31	6	3	143
31	Harrison	165	7	22	1	195
32	Hendricks	124	52	2	.....	178
33	Henry	170	48	2	2	222
34	Howard	167	42	.....	.....	209
35	Huntington	168	37	21	.....	226
36	Jackson	144	29	2	3	178
37	Jasper	116	16	.....	1	133
38	Jay	144	38	.....	1	183
39	Jefferson	126	13	11	1	151
40	Jennings	106	5	13	5	129
41	Johnson	115	53	.....	.....	168
42	Knox	236	79	.....	7	322
43	Kosciusko	178	41	7	1	227
44	Lagrange	98	26	2	10	136
45	Lake	521	112	2	5	640
46	Laporte	251	66	.....	5	322
47	Lawrence	201	24	15	.....	240
48	Madison	315	71	.....	2	388

TOTAL NUMBER OF SUPERINTENDENTS, SUPERVISORS AND TEACHERS EMPLOYED, 1915-1916.

BY COUNTIES—Continued.

Classified According to Kinds of Schools Where Employed.

No.	COUNTIES.	In Elementary Schools.	In Commissioned High Schools.	In Certified High Schools.	In Non-Certified High Schools.	Total.
49	Marion	1,155	262	3	4	1,424
50	Marshall	165	36	5	.....	206
51	Martin	101	8	3	2	114
52	Miami	174	31	9	4	218
53	Monroe	176	29	.....	.....	205
54	Montgomery	170	74	20	.....	264
55	Morgan	143	38	3	2	186
56	Newton	84	18	.....	2	104
57	Noble	135	45	.....	.....	180
58	Ohio	29	4	.....	.....	33
59	Orange	114	27	.....	.....	141
60	Owen	105	15	7	1	128
61	Parke	136	24	8	.....	168
62	Perry	127	12	15	.....	154
63	Pike	130	13	7	3	153
64	Porter	134	26	2	6	168
65	Posey	126	35	.....	4	165
66	Pulaski	101	20	.....	2	123
67	Putnam	138	29	5	13	185
68	Randolph	161	69	5	3	238
69	Ripley	122	17	.....	3	142
70	Rush	111	21	12	5	149
71	Scott	57	9	.....	1	67
72	Shelby	164	31	.....	4	199
73	Spencer	155	24	3	2	184
74	Starke	81	17	2	3	103
75	St. Joseph	476	77	.....	1	554
76	Steuben	94	28	2	4	128
77	Sullivan	183	33	15	4	235
78	Switzerland	84	5	6	.....	95
79	Tippecanoe	197	78	4	2	281
80	Tipton	92	27	.....	1	120
81	Union	46	7	.....	6	59
82	Vanderburgh	376	61	.....	.....	437
83	Vermillion	144	29	1	.....	174
84	Vigo	484	94	3	1	582
85	Wabash	158	59	.....	.....	217
86	Warren	92	14	1	1	108
87	Warrick	161	13	16	2	192
88	Washington	141	15	.....	5	161
89	Wayne	219	79	.....	2	300
90	Wells	148	21	2	3	174
91	White	127	37	.....	.....	164
92	Whitley	108	28	.....	2	138
	Total	15,722	3,389	344	193	19,648

TOTAL NUMBER OF SUPERINTENDENTS, SUPERVISORS AND TEACHERS EMPLOYED, 1915-1916.

BY COUNTIES.

Classified as to Kinds of Service Performed.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	High School Principals.	Principals of Elementary Schools.	Teachers of Regular High School Subjects.	Teachers of Elementary Subjects.	Total.
1	Adams	3	3	6	5	13	121	151
2	Allen	1	9	6	20	57	387	480
3	Bartholomew	2	7	7	13	26	131	186
4	Benton	1	7	10	1	22	95	136
5	Blackford	2	3	3	6	13	73	100
6	Boone	2	9	6	3	25	149	194
7	Brown	1	2	3	.....	4	77	87
8	Carroll	4	9	9	1	18	115	156
9	Cass	3	16	10	10	34	175	248
10	Clark	1	2	5	9	18	160	195
11	Clay	2	5	8	27	27	160	229
12	Clinton	1	7	9	4	36	143	200
13	Crawford	4	8	5	.....	1	99	117
14	Daviess	3	7	9	7	27	153	206
15	Dearborn	2	11	2	4	9	124	152
16	Decatur	2	7	6	2	17	104	138
17	Dekalb	5	11	7	3	14	138	178
18	Delaware	3	37	11	25	51	241	368
19	Dubois	3	3	6	.....	11	143	166
20	Elkhart	5	18	10	16	43	226	318
21	Fayette	1	6	8	5	12	64	96
22	Floyd	1	9	2	9	18	110	149
23	Fountain	5	9	9	7	21	108	159
24	Franklin	1	2	8	7	6	81	105
25	Fulton	2	9	8	8	19	108	154
26	Gibson	2	11	12	3	28	191	247
27	Grant	6	15	10	12	37	244	324
28	Greene	4	13	11	1	25	237	291
29	Hamilton	3	14	10	16	28	137	208
30	Hancock	2	11	10	8	20	92	143
31	Harrison	1	2	10	.....	17	165	195
32	Hendricks	1	12	11	8	34	112	178
33	Henry	3	23	13	6	30	147	222
34	Howard	1	11	5	16	29	147	209
35	Huntington	5	10	12	5	37	157	226
36	Jackson	4	4	10	11	19	130	178
37	Jasper	2	4	3	2	10	112	133
38	Jay	3	14	8	6	17	135	183
39	Jefferson	1	4	8	4	16	118	151
40	Jennings	2	4	6	.....	13	104	129
41	Johnson	3	23	10	3	32	97	168
42	Knox	2	33	15	9	49	214	322
43	Kosciusko	4	9	15	12	30	157	227
44	Lagrange	1	7	13	.....	18	97	136
45	Lake	9	63	14	37	92	425	640
46	Laporte	2	53	12	11	41	203	322
47	Lawrence	2	6	11	5	25	191	240
48	Madison	8	7	8	31	50	284	388

TOTAL NUMBER OF SUPERINTENDENTS, SUPERVISORS AND TEACHERS EMPLOYED, 1915-1916.

BY COUNTIES—Continued.

Classified as to Kinds of Service Performed.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	High School Principals.	Principals of Elementary Schools.	Teachers of Regular High School Subjects.	Teachers of Elementary Subjects.	Total.
49	Marion	6	158	16	67	243	934	1,424
50	Marshall	5	11	9	1	20	160	206
51	Martin	2	2	5	.....	4	101	114
52	Miami	3	7	10	15	30	153	218
53	Monroe	1	5	4	5	25	165	205
54	Montgomery	3	30	14	23	52	142	264
55	Morgan	2	14	8	6	18	138	186
56	Newton	4	6	5	.....	5	84	104
57	Noble	3	14	9	4	20	130	180
58	Ohio	1	1	1	.....	2	28	33
59	Orange	4	7	4	1	12	113	141
60	Owen	3	6	6	.....	8	105	128
61	Parke	1	7	7	6	23	124	168
62	Perry	3	1	10	.....	10	130	154
63	Pike	1	6	6	5	11	124	153
64	Porter	1	10	11	4	18	124	168
65	Posey	5	10	8	21	15	106	165
66	Pulaski	1	2	7	.....	12	101	123
67	Putnam	4	10	14	15	19	123	185
68	Randolph	4	29	19	2	34	150	238
69	Ripley	4	3	5	.....	8	122	142
70	Rush	2	13	13	5	19	97	149
71	Scott	1	3	3	5	4	51	67
72	Shelby	1	12	10	17	17	142	199
73	Spencer	4	9	8	15	10	138	184
74	Starke	3	3	6	1	9	81	103
75	St. Joseph	3	19	6	22	68	436	554
76	Steuben	2	10	10	.....	12	94	128
77	Sullivan	4	10	10	6	31	174	235
78	Switzerland	2	3	1	.....	6	83	95
79	Tippecanoe	2	15	14	13	66	171	281
80	Tipton	1	7	6	2	14	90	120
81	Union	2	7	8	.....	3	39	59
82	Vanderburgh	1	11	2	13	59	351	437
83	Vermillion	3	3	7	7	18	136	174
84	Vigo	4	19	9	64	78	408	582
85	Wabash	2	19	12	12	34	138	217
86	Warren	3	5	4	.....	4	92	108
87	Warrick	2	6	8	4	15	157	192
88	Washington	3	5	7	1	7	138	161
89	Wayne	5	34	13	10	44	194	300
90	Wells	1	17	9	3	16	128	174
91	White	5	8	8	.....	19	124	164
92	Whitley	3	4	9	1	16	105	138
	Totals	251	1,150	771	774	2,397	14,305	19,648

AGGREGATE SALARIES PAID DURING THE YEAR, 1914-1915.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	Principals.		Teachers of Regu ar High School Subjects.	Teachers of Regular Elementary Subjects.	Total.
				High School.	Elementary Schools.			
1	Adams	$4,662 50	$2,295 00	$4,434 75	$2,423 78	$7,846 40	$51,841 69	$73,504 12
2	Allen	4,000 00	11,732 50	7,205 00	21,285 00	58,900 74	229,083 62	332,206 86
3	Bartholomew	3,393 75	8,250 50	6,092 75	7,126 25	15,355 00	57,893 44	98,111 69
4	Benton	7,351 80	4,696 50	8,452 50	.....	10,972 50	50,027 67	81,500 97
5	Blackford	3,500 00	1,912 50	2,150 00	5,225 60	10,033 75	40,790 13	63,611 98
6	Boone	3,500 00	2,852 00	5,760 00	2,340 00	20,641 02	65,682 48	100,775 50
7	Brown	1,000 00	894 80	1,926 36	.....	1,557 36	28,805 81	34,184 33
8	Carroll	2,450 02	3,048 67	8,530 00	.....	9,802 50	52,736 61	76,567 80
9	Cass	4,350 00	8,761 00	9,390 00	11,841 70	23,067 85	81,906 54	139,317 09
10	Clark	1,800 00	1,600 00	4,640 00	7,605 00	13,320 25	68,553 06	97,518 31
11	Clay	3,975 00	3,262 50	5,255 50	13,916 55	19,116 29	66,127 53	111,653 37
12	Clinton	2,000 00	3,814 45	9,477 00	4,600 00	25,100 25	70,118 12	115,109 82
13	Crawford	3,100 00	3,724 98	3,098 00	.....	.....	31,249 22	41,172 20
14	Daviess	4,095 00	3,305 00	7,538 00	3,860 24	16,372 60	63,058 70	98,229 54
15	Dearborn	3,600 00	3,995 50	2,000 00	2,893 00	6,999 00	52,072 14	71,559 64
16	Decatur	3,000 00	6,591 50	8,268 00	2,340 80	9,664 00	54,168 91	84,033 21
17	Dekalb	6,750 00	5,833 98	5,774 50	.....	9,896 00	65,333 28	93,587 76
18	Delaware	5,100 00	11,165 44	10,401 37	19,212 75	28,722 95	141,086 19	215,688 70
19	Dubois	4,287 25	2,008 25	5,157 25	.....	4,104 25	50,616 49	66,173 49
20	Elkhart	8,658 24	9,179 50	9,802 25	12,042 95	34,632 18	122,856 80	197,171 92
21	Fayette	2,000 00	4,717 75	7,262 50	4,127 00	10,675 00	35,192 15	63,974 40
22	Floyd	2,400 00	5,712 77	2,310 00	7,616 78	13,825 00	56,122 57	87,987 12
23	Fountain	5,900 00	4,725 00	6,485 00	2,720 00	13,884 17	48,721 75	82,435 92
24	Franklin	1,200 00	1,497 77	5,301 83	4,063 50	2,560 50	35,373 26	49,996 86
25	Fulton	2,600 00	4,010 00	7,370 25	3,915 20	13,870 00	43,435 12	75,200 57
26	Gibson	3,400 00	8,704 51	9,592 50	2,340 00	19,528 60	83,120 43	126,686 04
27	Grant	7,210 00	6,867 50	8,203 50	16,923 50	29,866 00	124,587 56	193,658 06
28	Greene	4,255 00	6,563 50	9,080 00	1,672 50	15,016 20	93,464 59	130,051 79

AGGREGATE SALARIES PAID DURING THE YEAR, 1914-1915—Continued.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	Principals.		Teachers of Regular High School Subjects.	Teachers of Regular Elementary Subjects.	Total.
				High School.	Elementary Schools.			
29	Hamilton	$4,960 00	$10,477 50	$9,280 00	$6,804 50	$17,610 00	$59,552 66	$108,684 66
30	Hancock	2,600 00	3,961 40	9,220 00	5,035 00	12,402 50	45,038 89	78,257 79
31	Harrison	1,050 00	2,110 00	6,430 00	.....	7,953 20	53,667 00	71,210 20
32	Hendricks	1,500 00	4,764 00	10,610 25	4,454 50	17,928 45	49,956 70	89,213 90
33	Henry	4,900 00	10,114 20	9,865 00	3,037 50	18,629 90	73,930 71	120,477 31
34	Howard	2,400 00	6,856 60	5,378 00	11,570 88	19,313 82	71,381 65	116,900 95
35	Huntington	6,020 13	5,357 50	9,686 30	4,432 50	24,828 39	76,535 31	126,860 13
36	Jackson	6,032 00	2,113 72	7,564 50	6,118 01	11,531 50	55,019 21	88,378 94
37	Jasper	2,300 00	2,602 50	2,285 00	1,368 00	7,892 48	50,307 50	66,755 48
38	Jay	4,250 00	5,934 00	5,660 00	4,072 00	13,550 00	64,571 98	98,037 98
39	Jefferson	2,407 50	460 00	5,722 50	3,030 00	8,988 91	48,676 43	69,285 34
40	Jennings	2,300 00	1,071 50	6,545 04	.....	5,052 50	35,299 47	50,268 51
41	Johnson	4,300 00	6,934 61	9,750 00	2,733 00	18,340 49	49,045 43	91,103 53
42	Knox	3,750 08	19,882 96	12,323 13	7,896 53	31,903 21	89,712 92	165,468 83
43	Kosciusko	4,060 00	3,865 00	12,869 49	5,295 00	14,555 75	73,698 72	114,343 96
44	Lagrange	1,300 00	1,779 20	6,061 75	.....	15,562 36	42,189 08	66,892 39
45	Lake	22,467 46	48,270 48	17,310 02	36,558 17	79,503 08	315,233 29	519,342 50
46	Laporte	13,144 80	16,496 76	10,493 52	8,470 36	26,790 07	110,021 75	185,417 26
47	Lawrence	3,750 00	4,570 00	8,604 60	3,780 00	17,861 50	81,980 94	120,547 04
48	Madison	11,635 00	11,020 75	6,371 66	19,369 57	41,673 00	155,729 61	245,799 59
49	Marion	16,912 50	31,121 14	20,072 00	100,998 78	227,804 16	733,437 37	1,130,345 95
50	Marshall	6,140 00	4,991 00	7,888 75	765 00	10,818 75	67,034 55	97,638 05
51	Martin	2,220 00	.....	3,328 66	.....	3,514 00	35,361 91	44,424 57
52	Miami	4,400 00	4,015 00	8,519 84	7,599 59	19,272 25	71,315 79	115,122 47
53	Monroe	2,900 00	4,210 65	4,457 50	3,692 50	16,611 50	64,180 82	96,052 97
54	Montgomery	3,550 00	13,419 81	12,561 25	12,539 35	34,507 56	66,736 31	143,314 28
55	Morgan	3,300 00	7,245 57	7,586 00	2,980 00	12,570 00	58,332 51	92,014 08
56	Newton	4 550 00	2,790 00	3,977 50	.....	3,682 00	42,217 22	57,216 72

57	Noble	4,500 00	7,148 00	8,535 00	2,863 08	16,165 00	58,616 99	97,828 07
58	Ohio	1,100 00	193 75	800 00	.....	1,160 00	10,695 80	13,949 55
59	Orange	5,100 00	4,160 00	2,860 00	.....	4,440 00	45,204 28	61,764 28
60	Owen	2,100 00	2,709 00	4,430 00	.....	6,306 06	38,682 72	54,227 78
61	Parke	2,580 00	1,316 75	6,701 25	520 00	9,527 00	57,584 56	78,229 56
62	Perry	3,000 00	.....	7,515 00	2,194 50	6,920 00	47,863 77	67,493 27
63	Pike	1,350 00	1,120 00	5,185 00	1,241 64	7,169 17	41,198 87	57,264 68
64	Porter	1,800 00	4,417 50	9,811 80	4,530 00	13,968 80	67,860 32	102,388 42
65	Posey	6,430 00	4,815 00	8,010 34	3,009 00	9,007 35	59,159 98	90,431 67
66	Pulaski	1,450 00	1,020 00	6,051 00	.....	5,738 00	39,398 14	53,657 14
67	Putnam	4,120 00	5,032 82	12,619 80	4,195 80	8,434 00	49,775 30	84,177 72
68	Randolph	5,200 00	15,255 75	16,035 00	3,738 00	22,785 00	65,956 83	128,970 58
69	Ripley	4,490 50	481 00	4,419 25	.....	2,398 50	46,339 87	58,129 12
70	Rush	3,000 00	5,581 00	10,087 20	4,527 50	13,832 92	51,202 50	88,231 12
71	Scott	1,000 00	480 00	2,060 00	1,713 94	2,120 00	18,067 78	25,441 72
72	Shelby	2,300 00	7,559 40	8,929 20	10,104 50	15,226 00	68,832 61	112,951 71
73	Spencer	3,729 94	2,404 00	4,831 98	7,235 98	6,174 16	47,767 45	72,143 51
74	Starke	3,000 00	1,184 00	4,435 00	1,105 00	5,727 84	36,422 18	51,874 02
75	St. Joseph	8,893 26	17,499 93	8,618 00	24,921 99	60,782 95	254,291 41	375,007 54
76	Steuben	1,950 00	3,217 75	6,981 50	.....	6,453 73	39,802 31	58,405 29
77	Sullivan	5,093 33	6,146 75	7,825 00	6,935 50	19,262 00	73,670 37	118,932 95
78	Switzerland	2,200 00	560 00	612 00	.....	3,990 50	28,634 22	35,996 72
79	Tippecanoe	4,300 00	7,639 00	14,187 50	14,325 00	46,583 40	106,374 16	193,409 06
80	Tipton	1,400 00	4,225 25	6,060 00	1,485 00	9,750 75	39,919 38	62,840 38
81	Union	2,200 00	2,526 00	6,415 00	.....	2,250 00	21,572 56	34,963 56
82	Vanderburgh	4,000 00	9,455 80	2,850 00	70,378 95	62,570 80	169,355 85	318,611 40
83	Vermillion	4,250 00	2,813 67	6,320 00	5,392 50	10,412 50	71,025 50	100,214 17
84	Vigo	6,800 00	13,459 75	10,035 45	44,549 70	55,506 08	254,948 32	385,299 30
85	Wabash	3,600 00	8,127 00	13,302 00	8,716 00	25,430 00	76,727 00	135,902 00
86	Warren	2,935 00	2,532 50	2,820 00	480 00	3,153 00	37,455 10	49,375 60
87	Warrick	2,400 00	3,175 87	4,648 00	3,182 60	9,279 25	63,592 53	86,278 25
88	Washington	2,220 00	.....	1,700 00	.....	5,919 00	55,193 28	65,032 28
89	Wayne	7,090 34	10,310 06	13,809 40	14,688 66	34,333 71	108,688 98	188,921 15
90	Wells	1,800 00	4,645 20	8,320 00	2,340 00	10,958 00	61,331 78	89,394 98
91	White	8,491 00	4,661 25	6,514 50	.....	9,064 15	55,087 47	83,818 37
92	Whitley	4,025 00	1,807 50	3,171 00	.....	13,461 70	45,833 94	68,299 14
	Total	$388,536 40	$545,840 47	$668,887 24	$667,067 68	$1,732,243 01	$7,118,325 70	$11,120,900 50

TOTAL CURRENT COST OF ELEMENTARY SCHOOLS AND AVERAGE COST PER PUPIL, 1914-1915.

No.	COUNTIES.	Total Amount Paid Teachers, Etc.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost Per Pupil.
1	Adams	$55,684 87	$26,474 38	$82,159 25	$18 55
2	Allen	265,798 51	78,599 96	344,398 47	28 31
3	Bartholomew	73,066 95	26,194 62	99,261 57	22 63
4	Benton	53,698 70	19,710 00	73,408 70	32 84
5	Blackford	49,278 41	11,866 00	61,144 41	22 18
6	Boone	69,655 48	36,617 57	106,273 05	23 53
7	Brown	29,400 61	4,091 05	33,491 66	18 35
8	Carroll	54,108 33	22,728 69	76,837 02	24 82
9	Cass	97,757 71	40,278 06	138,035 77	23 84
10	Clark	76,038 26	16,212 89	92,251 15	19 67
11	Clay	85,535 18	33,535 72	119,070 90	18 83
12	Clinton	78 996 28	37,532 41	116,528 69	23 77
13	Crawford	31,339 61	3,963 59	35,303 20	13 35
14	Daviess	69,138 44	24,571 15	93,709 59	17 04
15	Dearborn	57,704 67	14,395 00	72,099 67	20 60
16	Decatur	63,977 83	29,136 26	93,114 09	28 25
17	Dekalb	68,845 69	32,737 60	101,583 29	22 08
18	Delaware	164,659 36	67,515 70	232,175 06	20 72
19	Dubois	50,451 78	8,709 36	59,161 14	16 48
20	Elkhart	142,636 63	52,974 31	195,610 94	22 38
21	Fayette	43,325 90	19,719 59	63,045 49	26 06
22	Floyd	70,892 12	15,304 47	86,196 59	16 90
23	Fountain	58,669 17	38,662 30	97,331 47	25 41
24	Franklin	41,367 27	12,681 91	54,049 18	19 32
25	Fulton	49,746 57	31,049 52	80,796 09	23 92
26	Gibson	97,691 10	20,902 26	118,593 36	19 64
27	Grant	146,381 84	34,996 01	181,377 85	19 56
28	Greene	99,721 25	29,091 12	128,812 37	15 26
29	Hamilton	65,771 97	32,655 30	98,427 27	21 63
30	Hancock	53,548 93	19,470 12	73,019 05	21 67
31	Harrison	53,912 49	11,036 12	64,948 61	15 47
32	Hendricks	57 959 85	28,261 53	86,221 38	22 41
33	Henry	81,655 88	41,517 02	123,172 90	23 19
34	Howard	86,311 50	39,888 78	126,200 28	19 71
35	Huntington	86,637 90	27,050 41	113,688 31	22 34
36	Jackson	62,578 72	26,520 31	89,099 03	19 23
37	Jasper	54,050 46	26,705 60	80,756 06	25 72
38	Jay	70,974 76	19,636 11	90,610 87	19 50
39	Jefferson	50,806 89	12,533 35	63,340 24	18 68
40	Jennings	37,878 34	9,450 89	47,329 23	16 94
41	Johnson	57,638 70	32,998 77	90,637 47	25 56
42	Knox	109,542 04	40,169 39	149,711 43	17 74
43	Kosciusko	7,978 32	41,793 46	121,771 78	22 58
44	Lagrange	44,131 73	25,341 61	69,473 34	27 75
45	Lake	126,297 01	51,924 68	178,221 69	25 73
46	Laporte	.....	.....	.....	.....
47	Lawrence	92,509 32	21,598 25	114,107 57	16 93
48	Madison	189,868 50	49,084 71	238,953 21	18[illegible]

TOTAL CURRENT COST OF ELEMENTARY SCHOOLS AND AVERAGE COST PER PUPIL, 1914-1915—Cont.

No.	COUNTIES.	Total Amount Paid Teachers, Etc.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost Per Pupil.
49	Marion	$881,313 54	$247,596 57	$1,128,910 11	$28 68
50	Marshall	70,125 55	16,259 90	86,385 45	20 24
51	Martin	36,438 19	6,277 58	42,715 77	16 18
52	Miami	84,172 88	37,001 34	121,174 22	24 13
53	Monroe	71,655 49	12,619 45	84,274 94	16 80
54	Montgomery	88,449 29	56,624 33	145,073 62	27 37
55	Morgan	66,790 64	17,047 51	83,838 15	20 28
56	Newton	45,106 72	17,141 85	62,248 57	27 30
57	Noble	64,755 63	26,141 84	90,897 47	22 69
58	Ohio	10,895 80	1,886 45	12,782 25	20 92
59	Orange	46,340 64	14,180 94	60,521 58	15 99
60	Owen	42,052 79	10,502 14	52,554 93	18 01
61	Parke	58,915 82	24,805 12	83,720 94	21 87
62	Perry	50,296 53	4,127 11	54,423 64	17 54
63	Pike	43,063 48	7,374 83	50,438 31	11 79
64	Porter	75,668 47	45,957 27	121,625 74	34 21
65	Possey	66,910 97	14,963 57	81,874 54	23 08
66	Pulaski	41,965 64	11,283 34	53,248 98	19 90
67	Putnam	59,070 68	22,203 86	81,274 54	21 30
68	Randolph	83,359 29	42,385 28	125,744 57	23 09
69	Ripley	47,963 56	11,679 32	59,642 88	17 74
70	Rush	61,854 70	31,489 39	93,344 09	29 63
71	Scott	19,781 72	5,700 81	25,482 53	13 54
72	Shelby	85,001 31	26,445 36	111,446 67	22 14
73	Spencer	55,002 95	11,826 45	66,829 40	15 18
74	Starke	38,531 83	18,892 96	57,424 79	22 67
75	St. Joseph	299,644 37	80,961 03	380,605 40	28 79
76	Steuben	34,048 63	11,375 55	45,424 18	21 67
77	Sullivan	85,260 08	29,874 47	115,134 55	15 13
78	Switzerland	29,254 22	5,594 71	34,848 93	18 21
79	Tippecanoe	127,008 70	72,711 65	199,720 35	32 93
80	Tipton	43,532 48	26,713 18	70,245 66	21 31
81	Union	23,862 56	10,938 76	34,801 32	31 97
82	Vanderburgh	255,285 71	109,607 19	364,892 90	31 54
83	Vermillion	79,254 17	34,953 50	114,207 67	22 16
84	Vigo	320,320 14	98,942 03	419,262 17	21 50
85	Wabash	80,197 00	55,612 00	135,809 00	27 57
86	Warren	39,982 77	19,696 46	59,679 23	27 05
87	Warrick	50,519 94	12,739 79	63,259 73	17 28
88	Washington	53,047 69	13,443 09	66,490 78	17 84
89	Wayne	129,542 17	63,708 77	193,250 94	25 89
90	Wells	67,605 08	24,981 65	92,586 73	21 14
91	White	58,684 13	32,580 36	91,264 49	23 83
92	Whitley	48,538 59	27,509 18	76,047 77	23 39
	Total	$7,828,694 37	$2,822,245 85	$10,650,940 22	$21 83

CURRENT COST AND AVERAGE COST PER PUPIL COMMISSIONED HIGH SCHOOLS, 1914-1915.

No.	COUNTIES.	Total Amount Paid Teachers, Etc.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost Per Pupil.
1	Adams	$12,844 50	$3,524 18	$16,368 68	$37 04
2	Allen	66,343 24	19,493 65	85,836 89	71 65
3	Bartholomew	23,292 88	5,850 27	29,143 15	45 82
4	Benton	23,004 05	6,535 04	29,539 09	70 83
5	Blackford	12,699 75	3,446 22	16,145 97	47 26
6	Boone	28,157 02	7,500 77	35,657 79	56 15
7	Brown	2,296 00	550 77	2,846 77	35 58
8	Carroll	17,162 60	4,665 30	21,827 90	43 31
9	Cass	36,406 85	10,783 92	47,190 77	52 67
10	Clark	13,347 25	2,275 00	15,622 25	44 00
11	Clay	23,466 79	6,799 18	30,265 97	45 04
12	Clinton	32,470 87	8,335 08	40,805 95	52 99
13	Crawford	6,958 98	759 77	7,718 75	43 36
14	Daviess	24,317 60	6,819 42	31,137 02	58 75
15	Dearborn	9,901 00	2,206 73	12,107 73	38 74
16	Decatur	19,101 60	7,976 73	27,078 33	56 32
17	Dekalb	22,898 82	7,392 80	30,291 62	47 70
18	Delaware	44,402 12	7,627 08	52,029 20	45 76
19	Dubois	9,199 50	1,468 10	10,667 60	63 49
20	Elkhart	50,783 33	13,582 06	64,365 39	52 86
21	Fayette	12,796 00	3,259 90	16,055 90	62 96
22	Floyd	14,125 00	2,792 95	16,917 95	39 53
23	Fountain	23,826 10	5,414 93	29,241 03	50 34
24	Franklin	3,514 00	446 00	3,960 00	38 82
25	Fulton	19,294 00	8,025 56	27,319 56	59 00
26	Gibson	20,595 74	4,945 15	25 540 89	40 73
27	Grant	44,560 00	11,649 44	56,209 44	47 98
28	Greene	21,087 05	3,754 29	24,841 34	33 07
29	Hamilton	31,931 27	8,008 75	39,940 02	52 23
30	Hancock	18,747 40	5,336 45	24,083 85	52 60
31	Harrsion	4,913 20	1,230 04	6,143 24	43 75
32	Hendricks	30,502 00	10,037 49	40,539 49	58 25
33	Henry	27,996 87	2,822 57	30,819 44	54 44
34	Howard	28,348 59	6,903 15	35,251 74	44 35
35	Huntington	26,753 38	9,128 59	35,881 97	43 86
36	Jackson	17,906 47	7,716 51	25,622 98	51 04
37	Jasper	11,784 91	3,461 66	15,246 57	48 71
3$	Jay	20,722 00	4,557 31	25,279 31	48 24
39	Jefferson	7,995 56	1,291 72	9,287 28	38 22
40	Jennings	4,271 50	323 45	4,594 95	41 39
41	Johnson	23,805 62	5,689 94	29,495 56	49 82
42	Knox	54,013 95	17,736 40	71,750 35	70 53
43	Kosciusko	23,415 74	7,780 84	31,196 58	46 22
44	Lagrange	16,577 00	6,348 37	22,925 37	57 38
45	Lake	112,021 77	29,597 11	141,618 88	89 56
46	Laporte	52,030 20	16,036 18	68,066 38	80 54
47	Lawrence	14,142 99	3,827 35	17,970 34	41 17
48	Madison	53,135 41	16,673 90	69 809 31	47 66

CURRENT COST AND AVERAGE COST PER PUPIL COMMISSIONED HIGH SCHOOLS, 1914-1915—Continued.

No.	COUNTIES.	Total Amount Paid Teachers, Etc.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost Per Pupil.
49	Marion	$245,937 66	$95,856 32	$341,793 98	$73 31
50	Marshall	22,412 50	7,793 65	30,206 15	43 71
51	Martin	4,653 75	434 98	5,088 73	38 90
52	Miami	21,805 25	9,794 10	31,599 35	66 38
53	Monroe	22,827 78	3,245 75	26,073 53	52 99
54	Montgomery	46,452 82	11,311 11	57,763 93	52 33
55	Morgan	22,180 98	5,287 81	27,468 79	43 26
56	Newton	10,579 50	3,954 49	14,533 99	45 42
57	Noble	33,098 00	6,543 41	39,641 41	54 39
58	Ohio	2,693 60	273 00	2,966 60	37 08
59	Orange	14,757 00	4,708 86	19,465 86	65 72
60	Owen	9,655 06	1,375 79	11,030 85	47 34
61	Parke	13,124 25	3,984 98	17,109 23	54 50
62	Perry	6,752 09	418 77	7,170 86	57 37
63	Pike	8,719 03	1,404 91	10,123 94	37 63
64	Porter	20,934 34	7,559 71	28,494 05	62 62
65	Posey	24,026 97	6,089 08	30,116 05	57 17
66	Pulaski	13,285 00	2,120 00	15,405 00	49 26
67	Putnam	15,867 50	3,201 61	19,069 11	47 80
68	Randolph	41,684 50	8,077 55	49,762 05	51 37
69	Ripley	9,857 75	1,966 59	11,824 34	42 51
70	Rush	16,310 89	2,675 13	18,986 02	56 67
71	Scott	3,600 00	669 72	4,269 72	32 83
72	Shelby	24,880 40	3,913 22	28,793 62	52 83
73	Spencer	15,116 08	3,740 09	18,856 17	56 12
74	Starke	6,887 44	1,850 00	8,737 44	48 43
75	St. Joseph	75,799 45	29,951 83	105,751 28	63 82
76	Steuben	16,012 68	4,486 28	20,498 96	53 52
77	Sullivan	21,326 87	4,964 70	26,291 57	46 33
78	Switzerland	4,402 00	465 29	4,867 29	43 84
79	Tippecanoe	64,005 00	21,759 77	85,764 77	82 20
80	Tipton	18,790 05	2,598 05	21,388 10	47 74
81	Union	6,561 00	2,152 30	8,713 30	65 02
82	Vanderburgh	66,420 80	20,634 36	87,055 16	75 04
83	Vermillion	19,060 00	7,564 40	26,624 40	57 88
84	Vigo	67,523 04	48,459 99	115,983 03	58 23
85	Wabash	39,576 15	15,001 00	54,577 15	64 94
86	Warren	7,685 33	2,368 74	10,054 07	54 98
87	Warrick	8,435 00	572 01	9,007 01	37 87
88	Washington	6,410 00	3,124 25	9,534 25	46 96
89	Wayne	50,736 75	15,932 93	66,669 68	61 51
90	Wells	17,049 90	5,792 73	22,842 63	55 96
91	White	24,890 76	5,731 62	30,622 38	52 93
92	Whitley	14,149 25	6,927 49	21,076 74	57 59
	Total	$2,426,802 64	$729,126 44	$3,155,929 08	$52 13

AVERAGE WAGES PAID PER DAY, 1914-1915.

No.	COUNTIES.	Supervisors and Special Teachers.	High School Principals.	Principals of Elementary Schools.	Regular High School Teachers	Regular Teachers in Elementary Schools.	All Teachers in Consolidated Grade Schools.	Al Teachers in District Schools.
1	Adams	$4 25	$4 68	$3 83	$3 90	$3 02	.....	$2 86
2	Allen	7 28	6 94	6 52	4 95	3 14	.....	3 06
3	Bartholomew	3 54	5 47	3 60	3 94	3 23	$2 77	2 79
4	Benton	4 22	5 01	.....	3 80	3 26	3 59	2 73
5	Blackford	3 59	5 07	4 09	3 92	3 45	3 37	3 18
6	Boone	3 68	6 90	4 37	4 92	3 24	3 15	3 00
7	Brown	3 29	4 46	.....	3 77	.....	.....	3 02
8	Carroll	3 46	5 09	3 91	4 00	2 86	3 25	2 76
9	Cass	4 90	6 59	3 87	4 12	3 00	2 97	2 64
10	Clark	4 57	6 90	4 66	4 19	3 29	.....	3 00
11	Clay	4 07	6 63	3 36	4 35	3 15	3 02	2 64
12	Clinton	5 30	6 72	5 10	4 27	3 35	3 34	3 00
13	Crawford	3 48	3 98	.....	.....	2 87	.....	2 69
14	Daviess	3 71	5 48	4 69	4 36	2 93	3 80	2 60
15	Dearborn	2 31	5 55	3 93	2 99	3 31	.....	2 67
16	Decatur	4 13	5 60	4 33	4 05	3 23	3 38	2 91
17	Dekalb	4 33	4 70	.....	3 88	3 16	.....	2 94
18	Delaware	4 30	6 62	4 78	4 22	3 21	3 18	3 11
19	Dubois	3 78	4 62	.....	4 07	3 07	.....	2 70
20	Elkhart	3 48	5 93	4 18	4 24	3 23	3 16	3 11
21	Fayette	5 09	5 75	4 67	5 47	3 44	4 39	3 23
22	Floyd	4 53	6 42	4 23	4 52	2 88	.....	3 45
23	Fountain	4 27	4 96	3 55	3 94	2 98	3 17	2 64
24	Franklin	1 92	4 70	3 54	4 77	2 61	4 00	3 07
25	Fulton	3 00	5 85	2 34	4 39	2 68	.....	.....
26	Gibson	4 06	6 02	4 33	4 44	3 26	3 29	2 75
27	Grant	2 94	5 33	4 93	4 44	3 19	3 19	3 23
28	Greene	3 10	5 15	3 44	3 96	2 92	2 94	2 70
29	Hamilton	4 42	5 32	4 11	4 33	3 24	3 27	2 81
30	Hancock	4 14	5 87	3 91	4 15	3 29	.....	.....
31	Harrison	4 38	4 83	.....	4 03	3 13	.....	2 81
32	Hendricks	2 71	6 24	4 20	3 81	3 41	.....	2 83
33	Henry	4 68	5 62	3 22	4 22	3 25	3 41	2 77
34	Howard	4 07	6 48	4 28	4 17	3 09	.....	3 05
35	Huntington	3 73	5 09	4 93	4 61	3 20	.....	2 90
36	Jackson	3 69	4 78	3 58	3 95	2 80	2 75	2 70
37	Jasper	5 00	4 57	3 80	3 55	3 40	3 18	2 86
38	Jay	4 46	5 75	3 95	4 48	3 21	3 25	3 10
39	Jefferson	1 22	4 90	4 75	4 01	3 58	2 63	2 61
40	Jennings	3 30	4 40	.....	4 33	2 66	2 63	2 59
41	Johnson	3 87	5 55	4 00	3 92	.....	3 34	2 82
42	Knox	4 09	5 55	4 25	4 30	2 78	3 48	2 37
43	Kosciusko	4 30	5 02	3 73	4 05	3 44	3 83	2 93
44	Lagrange	.....	.....	.....	.....	.....	.....	.....
45	Lake	4 37	6 17	5 14	5 52	4 01	3 38	2 96
46	Laporte	4 66	7 13	5 69	4 29	3 39	.....	2 66
47	Lawrence	3 75	5 59	4 22	4 28	2 97	.....	.....
48	Madison	4 87	4 81	4 16	4 46	3 22	3 40	3 36

AVERAGE WAGES PAID PER DAY, 1914-15—Continued.

No.	COUNTIES.	Supervisors and Special Teachers	High School Principals.	Principals of Elementary Schools.	Regular High School Teachers.	Regular Teachers in Elementary Schools.	All Teachers in Consolidated Grade Schools.	All Teachers in District Schools.
49	Marion	$7 03	$15 31	$9 37	$5 02	$3 86	$3 51	$2 67
50	Marshall	4 19	4 74	4 25	3 98	3 38	3 05	2 63
51	Martin	.....	4 43	.....	3 76	3 20	.....	3 07
52	Miami	4 46	4 92	3 79	4 23	3 05	3 58	2 85
53	Monroe	3 99	8 38	4 25	4 01	3 09	.....	2 67
54	Montgomery	5 16	6 06	4 08	4 22	3 21	3 24	2 62
55	Morgan	4 72	5 97	4 16	4 26	3 27	.....	2 66
56	Newton	3 75	4 52	.....	4 18	3 43	.....	2 63
57	Noble	3 82	5 60	4 02	4 01	3 13	3 18	2 61
58	Ohio	.....	5 00	.....	3 62	3 14	.....	2 57
59	Orange	6 17	4 46	.....	3 76	3 17	.....	3 01
60	Owen	4 10	4 21	.....	3 71	2 83	3 09	2 72
61	Parke	4 15	5 22	3 25	3 81	3 05	3 12	2 76
62	Perry	.....	4 25	.....	3 81	3 52	.....	.....
63	Pike	3 50	4 96	2 88	4 04	3 14	.....	2 61
64	Porter	3 76	5 51	5 03	4 38	3 52	3 00	2 81
65	Posey	3 62	5 02	3 75	4 19	3 01	3 12	2 80
66	Pulaski	2 88	5 54	.....	4 22	3 07	3 03	2 69
67	Putnam	4 10	5 27	3 75	4 35	3 27	.....	3 12
68	Randolph	3 09	5 40	3 60	3 95	3 03	3 12	2 22
69	Ripley	4 22	4 25	.....	4 13	2 96	2 57	2 66
70	Rush	4 41	5 45	3 89	4 57	3 41	3 96	2 95
71	Scott	1 50	4 50	4 31	3 85	2 65	3 30	2 41
72	Shelby	4 03	5 20	3 76	4 62	3 21	3 29	3 04
73	Spencer	4 00	4 62	3 63	3 76	3 08	3 01	2 78
74	Starke	3 55	4 53	.....	3 89	3 20	2 90	2 96
75	St. Joseph	4 82	7 85	5 30	4 42	3 53	.....	3 13
76	Steuben	4 10	4 68	.....	3 36	2 96	3 59	2 35
77	Sullivan	3 86	5 49	4 46	4 01	3 28	3 38	2 76
78	Switzerland	3 78	4 50	.....	4 26	3 24	.....	2 88
79	Tippecanoe	3 25	6 23	4 18	4 40	3 31	3 65	2 93
80	Tipton	3 63	5 13	4 12	4 20	2 94	3 00	2 82
81	Union	3 07	4 84	.....	4 00	3 55	4 30	3 60
82	Vanderburgh	4 70	7 13	6 55	5 05	3 39	.....	3 16
83	Vermillion	6 35	5 23	4 20	3 99	3 54	3 84	3 32
84	Vigo	4 29	6 83	4 47	4 43	3 25	3 54	3 00
85	Wabash	3 43	6 78	3 78	4 26	3 35	3 65	2 67
86	Warren	3 56	4 25	.....	3 91	3 24	3 83	2 72
87	Warrick	4 56	4 80	3 89	3 73	3 21	3 40	2 75
88	Washington	.....	.....	.....	.....	.....	.....	.....
89	Wayne	5 40	7 52	4 29	4 33	3 54	3 59	2 82
90	Wells	4 62	6 15	4 33	4 51	3 33	.....	3 06
91	White	3 93	4 97	.....	3 87	3 20	2 99	2 73
92	Whitley	3 46	4 75	.....	4 45	.....	3 46	2 58
	Average	$4 04	$5 57	$4 25	$4 18	$3 19	$3 31	$2 84

AGGREGATE SALARIES PAID SUPERINTENDENTS, SUPERVISORS, PRINCIPALS AND TEACHERS FOR THE YEAR 1915-1916.

BY COUNTIES.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	Principals.		Teachers of Regular High School Subjects.	Teachers of Regular Elementary Subjects	Total.
				High Schools	Elementary Schools.			
1	Adams	$4,025 00	$2,409 75	$5,070 00	$3,283 40	$9,516 50	$48,002 21	$72,306 86
2	Allen	4,200 00	12,392 00	6,600 00	24,544 75	61,732 88	240,255 69	349,725 32
3	Bartholomew	3,600 00	4,931 00	5,564 00	6,684 00	20,605 00	58,837 36	100,221 36
4	Benton	720 00	4,105 50	10,380 80	1,320 00	15,949 50	50,961 00	83,436 80
5	Blackford	3,000 00	2,840 42	3,188 89	4,626 85	10,127 11	39,836 43	63,619 70
6	Boone	3,500 00	4,163 68	7,055 00	2,340 00	19,511 28	66,924 23	103,494 19
7	Brown	1,000 00	496 54	1,982 00	.....	1,842 02	28,182 95	33,503 51
8	Carroll	4,370 00	3,610 21	7,747 50	1,505 00	12,456 24	49,872 00	79,560 95
9	Cass	4,600 00	9,388 00	9,519 50	8,393 00	26,471 26	91,090 46	149,462 22
10	Clark	1,800 00	.....	5,587 50	7,715 50	13,283 76	70,880 67	99,267 43
11	Clay	3,033 28	3,056 08	7,229 55	14,058 85	20,303 82	67,528 56	115,210 14
12	Clinton	2,300 00	4,504 94	9,502 00	3,800 00	25,854 31	72,023 80	117,985 05
13	Crawford	3,070 00	4,338 75	3,114 25	.....	308 25	31,875 44	42,706 69
14	Daviess	4,104 00	3,159 00	7,004 50	5,163 90	17,163 75	61,730 99	98,326 14
15	Dearborn	3,600 00	5,492 50	2,079 00	2,959 44	5,927 46	53,005 64	73,064 04
16	Decatur	3,100 00	4,550 00	5,797 00	1,674 00	13,703 50	54,538 25	83,362 75
17	Dekalb	6,800 00	6,681 29	5,476 70	2,183 40	10,325 25	63,720 62	95,187 26
18	Delaware	5,300 00	14,194 01	11,345 35	19,671 03	37,428 74	141,544 24	229,483 37
19	Dubois	3,400 00	1,507 40	4,882 25	.....	6,632 59	51,692 41	68,114 65
20	Elkhart	8,233 22	12,587 28	8,320 05	12,754 77	34,453 60	121,465 83	197,814 75
21	Fayette	2,100 00	4,556 25	7,575 50	4,215 50	11,383 00	36,050 36	65,880 61
22	Floyd	2,508 00	7,264 98	2,399 94	8,327 13	15,331 99	53,553 70	89,385 74
23	Fountain	6,250 04	5,458 00	6,825 00	4,112 75	14,874 00	49,763 71	87,283 50
24	Franklin	1,300 00	1,215 00	5,881 00	4,078 50	1,485 00	36,681 60	50,641 10

25	Fulton	2,890 00	5,456 45	7,649 50	4,517 35	14,581 00	46,336 62	81,430 92
26	Gibson	3,600 00	5,390 50	11,067 25	2,457 00	21,759 20	87,931 86	132,205 81
27	Grant	7,450 00	8,302 00	8,651 50	11,350 00	28,691 00	131,868 77	196,313 27
28	Green	4,898 75	6,768 00	9,265 50	549 50	15,844 70	95,540 73	132,867 18
29	Hamilton	3,840 00	11,893 60	9,105 00	8,756 50	21,053 00	61,568 02	116,216 12
30	Hancock	2,400 00	5,012 00	9,292 00	4,360 50	13,309 00	45,121 59	79,495 09
31	Harrison	1,050 00	990 00	7,072 00	.....	9,669 30	56,785 51	75,566 81
32	Hendricks	1,500 00	6,210 00	11,007 00	5,412 25	16,878 50	50,142 07	91,149 82
33	Henry	4,616 64	9,204 32	10,357 00	3,915 00	18,456 80	73,176 98	119,726 74
34	Howard	2,400 00	7,094 45	5,453 49	11,618 50	20,903 61	72,856 10	120,326 15
35	Huntington	5,820 00	5,832 50	10,066 00	4,635 00	27,835 55	74,287 78	128,476 83
36	Jackson	5,053 90	2,364 85	7,662 55	6,115 98	12,698 22	54,549 16	88,444 66
37	Jasper	3,200 00	3,597 50	2,960 00	1,260 00	6,050 00	51,452 90	68,520 40
38	Jay	4,250 00	5,999 70	6,919 00	4,097 60	13,922 45	63,008 50	98,197 25
39	Jefferson	1,900 00	1,751 00	6,551 00	2,913 74	8,473 25	46,260 16	67,849 15
40	Jennings	2,350 00	1,624 80	4,370 00	.....	7,110 32	37,435 42	52,890 54
41	Johnson	4,650 00	7,621 80	9,735 92	2,113 36	20,687 00	43,548 57	88,356 65
42	Knox	4,000 00	23,067 69	13,976 50	7,525 00	36,018 75	86,845 12	171,433 06
43	Kosciusko	4,140 00	1,919 86	12,635 00	7,019 51	19,530 00	71,780 52	117,024 89
44	Lagrange	1,300 00	3,247 15	10,850 16	.....	11,517 75	41,544 97	68,460 03
45	Lake	22,521 61	47,625 75	17,293 89	37,388 33	96,374 90	330,070 03	551,274 51
46	Laporte	5,300 00	17,227 97	14,394 27	8,937 10	36,400 98	114,494 17	196,754 49
47	Lawrence	3,850 00	4,803 00	8,882 00	3,729 00	17,181 40	87,255 34	125,700 74
48	Madison	11,569 70	7,492 52	6,566 75	18,970 83	44,587 54	156,695 95	245,883 29
49	Marion	14,925 00	33,096 13	21,898 25	101,560 54	244,450 66	791,145 20	1,207,075 78
50	Marshall	6,205 00	5,706 00	7,407 87	765 00	13,767 70	67,936 57	101,788 14
51	Martin	2,300 00	1,160 00	3,346 25	.....	2,275 00	33,773 71	42,854 96
52	Miami	4,200 00	5,030 00	8,615 65	9,107 85	21,127 88	72,289 81	120,371 19
53	Monroe	2,300 00	3,260 00	4,070 85	4,136 83	19,805 76	66,239 06	99,812 50
54	Montgomery	5,381 34	15,242 10	13,908 80	14,792 32	37,646 12	67,697 98	154,668 66
55	Morgan	3,390 00	8,288 33	7,065 00	4,294 35	13,207 50	69,491 87	105,737 05
56	Newton	4,550 00	2,657 00	4,090 00	.....	3,672 50	42,421 86	57,391 36
57	Noble	4,580 00	8,291 50	8,365 00	2,813 58	14,371 35	59,965 56	98,386 99
58	Ohio	1,100 00	400 00	800 00	.....	1,320 00	10,401 07	14,021 07
59	Orange	5,100 00	4,405 50	3,080 00	680 00	7,219 31	43,649 42	64,134 23
60	Owen	2,827 50	2,212 00	3,962 00	.....	4,915 90	36,919 68	50,837 08
61	Parke	1,500 00	3,194 25	6,440 00	3,235 00	11,917 74	52,057 78	78,344 77
62	Perry	3,000 00	720 00	7,474 50	12,609 14	6,804 00	37,353 57	67,961 21
63	Pike	1,200 00	2,621 60	4,650 00	1,197 66	6,560 02	42,380 16	58,609 44
64	Porter	2,400 00	6,551 50	11,523 80	3,900 00	15,272 35	70,750 21	110,397 86

AGGREGATE SALARIES PAID SUPERINTENDENTS, SUPERVISORS, PRINCIPALS AND TEACHERS FOR THE YEAR 1915-1916.

BY COUNTIES—Continued.

No.	COUNTIES.	Superintendents.	Supervisors and Special Teachers.	Principals.		Teachers of Regular High School Subjects.	Teachers of Regular Elementary Subjects.	Total.
				High Schools.	Elementary Schools			
65	Posey	$6,366 00	$5,410 00	$6,827 50	$6,459 80	$11,345 20	$57,824 32	$94,232 82
66	Pulaski	1,450 00	520 00	6,421 00	.....	8,339 75	45,021 04	61,751 79
67	Putnam	5,110 00	6,391 45	7,388 80	6,773 97	9,824 28	40,140 75	75,629 25
68	Randolph	5,540 00	12,452 05	16,881 00	2,050 40	23,376 74	68,524 61	128,824 80
69	Ripley	3,610 00	1,075 00	3,672 00	.....	4,718 75	46,579 73	59,655 48
70	Rush	3,000 00	7,373 00	11,384 20	2,767 50	14,839 50	51,776 89	91,141 09
71	Scott	1,000 00	552 00	2,125 00	2,120 00	2,440 00	17,426 54	25,663 54
72	Shelby	2,400 00	7,937 79	8,180 00	11,344 00	14,015 00	70,094 75	113,971 54
73	Spencer	3,850 00	2,937 20	5,658 25	7,317 98	6,644 48	49,366 59	75,774 50
74	Starke	3,200 00	1,338 75	4,321 87	700 00	5,160 62	37,035 40	51,756 64
75	St. Joseph	7,240 00	22,760 60	9,315 00	26,011 31	64,270 98	260,548 59	390,146 48
76	Steuben	1,890 00	2,838 00	7,991 00	.....	7,036 00	41,502 13	61,257 13
77	Sullivan	5,110 00	7,058 35	8,829 00	4,929 75	22,110 56	73,966 35	122,004 01
78	Switzerland	2,200 00	687 00	621 00	.....	3,856 00	29,644 59	37,008 59
79	Tippecanoe	4,480 00	10,280 25	14,610 00	13,526 25	50,741 90	104,553 54	198,191 94
80	Tipton	1,500 00	4,887 00	5,948 00	1,555 00	10,272 75	40,115 11	64,277 86
81	Union	2,200 00	2,610 00	6,375 00	.....	2,295 00	22,183 36	35,663 36
82	Vanderburgh	4,550 00	9,392 75	4,162 50	16,800 00	70,164 20	238,336 67	343,406 12
83	Vermillion	4,375 00	1,850 15	5,810 00	3,845 43	14,334 01	76,592 81	106,807 40
84	Vigo	8,600 00	14,897 50	10,409 50	50,398 55	80,717 24	268,340 85	433,363 64

85	Wabash	3,550 00	10,237 19	13,624 92	8,204 15	25,614 00	72,978 89	134,209 15
86	Warren	2,880 00	2,430 00	2,730 00	560 00	3,235 00	38,517 56	50,352 56
87	Warrick	3,200 00	3,998 25	5,743 50	2,615 03	7,527 25	61,455 32	84,539 35
88	Washington	2,985 00	3,705 00	1,720 00	765 00	8,073 40	50,750 22	67,998 62
89	Wayne	7,055 97	9,828 05	12,006 00	10,256 92	37,939 00	122,575 87	199,661 81
90	Wells	1,800 00	5,381 30	8,426 80	2,340 00	11,490 50	56,977 02	86,415 62
91	White	4,746 52	4,004 40	7,941 00	.....	14,160 30	58,476 49	89,328 71
92	Whitley	4,100 00	1,923 00	7,421 40	.....	12,998 99	48,035 68	74,479 07
	Total	$373,411 47	$590,991 93	$695,152 77	$641,487 13	$1,918,080 22	$7,334,390 17	$11,553,513 69

AVERAGE WAGES OF TEACHERS PER DAY, 1915-1916.

BY COUNTIES.

No.	COUNTIES.	Supervisors and Special Teachers.	Principals.		Regular High School.	Regular Teachers in Elementary Schools.	All Teachers in Consolidated Grade Schools.	All Teachers in District Schools.
			High School.	Elementary School.				
1	Adams	$4 25	$5 19	$3 57	$4 03	$3 58	.....	$2 70
2	Allen	7 64	6 11	6 82	6 01	3 45	.....	2 96
3	Bartholomew	4 35	4 85	3 72	4 54	3 14	$2 84	2 75
4	Benton	3 47	6 14	4 25	4 29	3 17	3 63	2 73
5	Blackford	4 17	5 31	4 26	3 91	3 77	3 05	2 98
6	Boone	3 31	7 10	4 33	4 67	3 06	3 24	3 00
7	Brown	3 62	4 71	.....	3 48	.....	.....	2 77
8	Carroll	3 40	5 07	3 77	4 17	3 19	3 25	2 93
9	Cass	2 92	6 70	4 66	4 35	3 20	3 37	2 65
10	Clark	.....	5 57	5 53	4 42	3 56	2 98	2 93
11	Clay	4 70	5 35	4 00	4 45	4 26	3 00	2 56
12	Clinton	4 76	6 39	5 22	4 29	3 24	3 33	2 98
13	Crawford	3 76	4 49	.....	2 20	3 16	.....	2 71
14	Daviess	3 83	5 28	4 45	4 47	3 38	3 65	2 52
15	Dearborn	2 47	5 60	4 10	3 11	3 15	.....	2 98
16	Decatur	4 08	5 86	4 65	4 22	3 30	3 42	2 91
17	Dekalb	3 26	4 56	4 00	4 30	2 88	3 18	2 84
18	Delaware	4 10	7 19	4 78	4 14	3 35	3 14	2 88
19	Dubois	3 01	5 03	.....	3 18	2 81	.....	2 69
20	Elkhart	3 85	6 08	4 45	4 22	3 34	2 75	3 15
21	Fayette	5 04	6 04	4 81	5 25	3 35	3 61	2 70
22	Floyd	4 48	6 66	4 09	4 69	2 90	.....	2 83
23	Fountain	3 60	4 81	3 47	3 84	3 10	2 88	2 70
24	Franklin	2 25	5 03	3 54	4 12	3 15	3 69	2 81
25	Fulton	5 95	6 00	3 88	3 21	4 34	3 15	2 61
26	Gibson	3 94	6 18	4 55	4 33	3 31	3 53	2 85
27	Grant	4 44	5 33	5 89	4 40	3 51	3 59	3 30
28	Greene	3 15	5 26	3 50	3 86	2 91	2 76	2 67
29	Hamilton	5 17	5 54	3 84	4 57	3 15	3 34	2 90
30	Hancock	4 32	5 91	4 02	4 23	3 34	3 67	2 92
31	Harrison	2 75	4 82	.....	3 85	2 81	.....	2 75
32	Hendricks	3 84	5 69	4 21	3 90	3 42	3 38	2 89
33	Henry	3 92	5 15	3 68	3 94	3 26	3 41	2 88
34	Howard	4 59	6 35	4 66	4 21	3 18	3 09	2 97
35	Huntington	2 91	5 05	5 15	4 53	2 95	.....	2 87
36	Jackson	3 56	4 61	3 78	4 03	2 84	3 45	2 68
37	Jasper	4 60	4 32	3 50	4 96	3 27	.....	2 97
38	Jay	3 96	6 09	3 73	5 05	3 20	3 38	3 06
39	Jefferson	2 40	4 97	4 50	3 86	3 48	2 86	2 63
40	Jennings	3 53	3 83	5 55	3 50	3 39	3 20	2 57
41	Johnson	2 89	5 48	4 02	3 92	3 15	3 22	2 75
42	Knox	3 96	5 83	4 66	4 10	2 61	2 68	2 35
43	Kosciusko	3 21	5 18	3 79	4 00	3 09	3 17	2 84
44	Lagrange	3 19	5 19	.....	4 07	2 97	3 67	2 65
45	Lake	3 85	6 43	6 71	5 25	4 04	3 31	3 05
46	Laporte	5 35	8 20	5 08	4 78	3 42	.....	2 72
47	Lawrence	4 04	5 05	4 20	4 22	2 46	.....	2 96
48	Madison	5 34	5 22	4 09	4 18	3 31	.....	3 40

AVERAGE WAGES OF TEACHERS PER DAY, 1915-1916.

BY COUNTIES—Continued.

No.	COUNTIES.	Supervisors and Special Teachers.	Principals.		Regular High School.	Regular Teachers in Elementary Schools.	All Teachers in Consolidated Grade Schools.	All Teachers in District Schools.
			High School.	Elementary School.				
49	Marion	$4 62	$6 00	$3 46	$4 59	$3 43	$3 42	$2 68
50	Marshall	3 76	4 90	4 30	4 10	3 39	2 99	2 63
51	Martin	3 62	4 41	.....	3 99	2 45	.....	2 38
52	Miami	4 51	5 43	3 72	4 25	3 10	3 48	2 88
53	Monroe	3 74	7 06	4 75	4 47	3 37	.....	2 66
54	Montgomery	4 28	6 56	4 13	4 55	3 44	3 41	2 81
55	Morgan	4 36	5 65	4 26	4 38	3 35	.....	3 02
56	Newton	4 20	4 59	.....	4 36	3 57	.....	2 86
57	Noble	3 74	5 66	3 98	4 09	3 20	3 27	2 59
58	Ohio	2 50	5 00	.....	4 12	3 33	.....	2 47
59	Orange	4 23	4 82	4 25	3 81	3 22	.....	2 97
60	Owen	4 07	4 77	.....	3 96	2 79	.....	2 62
61	Parke	4 22	5 75	3 58	3 86	3 09	3 05	2 87
62	Perry	4 00	4 20	.....	4 25	3 26	.....	2 78
63	Pike	3 52	5 16	2 45	3 95	2 83	.....	2 52
64	Porter	3 64	5 82	5 15	4 71	3 17	.....	2 90
65	Posey	4 06	5 01	3 52	4 03	3 11	3 00	2 80
66	Pulaski	3 52	5 67	.....	3 98	2 94	3 15	2 79
67	Putnam	3 73	4 37	3 67	4 30	3 00	3 17	2 91
68	Randolph	3 82	5 48	4 02	4 16	3 07	3 36	2 69
69	Ripley	2 28	4 67	.....	3 76	3 04	2 65	2 67
70	Rush	4 08	5 61	3 84	4 17	3 34	3 87	2 50
71	Scott	2 00	4 50	3 30	3 81	2 65	2 49	2 48
72	Shelby	3 99	5 07	4 22	4 76	3 21	3 52	2 90
73	Spencer	3 86	4 68	3 51	3 80	3 26	2 78	2 73
74	Starke	4 15	4 71	5 00	3 91	3 07	3 01	3 00
75	St. Joseph	5 77	6 31	6 01	4 40	3 60	.....	3 00
76	Steuben	3 89	4 75	.....	3 71	2 99	3 13	2 47
77	Sullivan	4 07	5 10	4 29	4 12	3 05	3 23	2 58
78	Switzerland	3 10	4 50	.....	4 10	3 44	.....	2 66
79	Tippecanoe	4 31	6 29	4 63	4 17	3 40	3 16	3 21
80	Tipton	4 14	6 07	4 32	4 39	3 02	3 45	2 65
81	Union	2 37	4 69	.....	4 07	3 38	.....	3 45
82	Vanderburgh	3 88	10 40	6 46	5 94	3 56	.....	3 57
83	Vermillion	5 13	5 81	4 20	4 32	3 52	3 85	3 13
84	Vigo	4 36	6 88	4 22	4 84	3 55	3 45	3 01
85	Wabash	3 84	6 80	3 85	4 49	3 23	3 14	2 76
86	Warren	3 65	4 37	.....	3 87	.....	3 43	2 82
87	Warrick	3 47	4 79	4 22	4 02	3 02	3 96	3 00
88	Washington	4 31	5 00	4 25	3 67	3 01	.....	2 88
89	Wayne	5 47	7 47	5 70	4 38	3 46	3 36	2 91
90	Wells	4 22	5 90	4 33	4 49	3 25	.....	2 89
91	White	3 56	5 38	.....	4 11	2 99	3 06	2 74
92	Whitley	3 67	5 08	.....	4 31	3 07	3 24	2 80
	Average	$3 10	$5 43	$5 37	$5 05	$3 33	$3 25	$2 82

TUITION REVENUE, 1914-1915.

BY COUNTIES.

(From Financial Reports of County Superintendents)

No.	COUNTIES.	A. Amount on Hand July 31, 1914.	B. Amount Apportioned to Corporation January, 1915.	C. Amount Apportioned to Corporations July, 1915.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1914.	F. Miscellaneous Receipts Since July 31, 1914.	G. Total Revenue for Tuition.	H. Amount Expended for Teaching Since July 31, 1914.	I. Amount of Revenue for Tuition Expended for Transfers.	J. Amount on Hand July 31, 1915. Including any Amount Due Corporations Still in County Treasury.
1	Adams	$44,414 14	$30,781 70	$36,198 06	.....	$7,265 50	$1,763 57	$120,422 97	$68,387 82	$4,353 20	$47,681 95
2	Allen	205,966 98	146,958 18	166,433 93	.....	11,884 53	17,497 43	548,741 05	327,860 49	9,408 35	211,472 21
3	Bartholomew	75,465 15	37,995 26	45,628 35	$501 70	9,486 24	4,081 77	173,158 47	95,297 50	6,482 20	71,378 77
4	Benton	61,408 65	32,908 08	40,096 64	.....	5,756 82	4,060 31	144,230 50	78,614 88	4,762 03	60,853 59
5	Blackford	33,283 90	25,474 22	25,709 07	.....	5,337 11	1,314 25	91,118 55	57,502 17	1,566 50	32,049 88
6	Boone	77,777 54	40,344 86	46,380 88	.....	10,658 74	3,512 35	178,674 37	101,576 51	6,793 48	70,304 38
7	Brown	10,101 56	8,711 99	10,857 06	13,188 81	.....	466 86	43,326 28	32,777 54	.....	10,548 74
8	Carroll	59,161 70	32,307 65	35,179 09	.....	8,596 45	1,721 13	136,966 02	73,909 59	6,596 20	56,460 23
9	Cass	97,057 80	46,796 06	75,797 40	.....	5,999 10	11,753 75	237,404 11	137,605 34	5,331 27	94,467 50
10	Clark	47,813 87	46,417 03	49,285 43	157 60	5,281 80	1,484 68	150,440 41	91,833 96	4,684 76	53,921 69
11	Clay	74,908 44	43,876 95	56,450 51	1,419 62	13,271 94	2,215 65	192,143 11	109,644 95	9,228 03	73,270 13
12	Clinton	82,182 86	48,860 95	55,360 96	.....	9,690 49	3,492 51	199,587 77	109,244 68	6,445 61	83,897 48
13	Crawford	14,442 26	11,276 78	13,944 16	14,972 85	1,468 40	843 77	56,948 22	40,972 20	1,207 95	14,768 07
14	Daviess	69,339 65	40,718 91	49,854 63	.....	6,224 00	1,587 11	158,724 30	95,511 23	6,431 50	56,781 57
15	Dearborn	47,343 25	28,150 35	34,550 97	500 29	7,114 26	2,282 54	119,941 66	67,888 33	6,481 47	45,571 86
16	Decatur	56,423 63	35,181 64	37,832 34	.....	8,440 76	1,932 83	139,811 20	81,941 21	5,389 01	52,480 98
17	Dekalb	62,510 44	37,653 75	44,529 00	.....	11,134 26	6,366 72	162,194 17	89,237 88	6,941 15	66,015 14
18	Delaware	94,060 90	82,064 00	99,134 63	969 33	4,374 58	4,464 40	285,067 84	206,254 35	7,786 86	71,026 63
19	Dubois	43,491 77	26,551 03	30,733 55	3,055 18	4,341 89	1,730 48	109,903 90	63,332 93	3,912 92	42,658 05
20	Elkhart	114,675 75	75,357 18	95,740 29	.....	8,182 88	8,453 18	302,409 28	190,611 80	9,191 25	102,606 23

21	Fayette	39,382 74	21,220 58	28,743 66	.....	4,173 04	1,654 99	95,175 01	55,996 97	3,083 15	36,094 89
22	Floyd	63,499 39	35 433 29	42,316 36	.....	3,371 13	2,915 75	147,535 92	85,587 12	2,823 00	59,125 80
23	Fountain	51,884 82	30,903 75	37,196 12	.....	6,910 97	4,624 82	131,520 48	80,058 69	2,771 37	48,690 42
24	Franklin	34,916 78	20,521 64	24,691 05	.....	4,969 30	1,928 77	87,027 54	48,194 86	4,760 16	34,072 52
25	Fulton	61,083 41	33,029 00	39,927 83	.....	3,740 37	8,766 48	146,547 09	78,245 83	3,328 54	64,972 72
26	Gibson	62,985 81	51,219 63	57,876 47	1,257 20	3,551 43	4,235 30	181,125 84	119,756 04	1,338 00	60,031 80
27	Grant	96,981 66	83,781 47	93,960 33	.....	14,465 90	5,803 69	294,993 05	181,724 75	15,015 15	98,253 15
28	Greene	80,999 85	49,234 44	61,425 99	3,583 68	8,597 07	2,407 76	206,248 79	125,086 51	8,033 62	73,128 66
29	Hamilton	54,844 01	43,603 95	51,485 61	.....	10,080 56	5,369 97	166,284 10	102,929 68	6,539 39	56,815 03
30	Hancock	40,763 97	30,612 21	37,434 53	.....	2,649 00	6,277 42	117,737 13	74,285 13	2,831 80	40,620 20
31	Harrison	28,932 45	23,248 11	27,528 89	19,944 47	3,273 20	3,026 88	105,954 00	73,380 27	1,568 71	31,005 02
32	Hendricks	50,126 30	35,158 61	41,109 86	.....	4,593 61	1,995 84	132,984 22	83,514 91	2,370 05	47,099 26
33	Henry	73,126 74	53,571 10	59,555 27	.....	8,807 90	8,764 05	203,825 06	113,557 31	11,316 92	78,950 83
34	Howard	51,329 17	53,038 79	66,511 27	.....	10,849 90	23,739 69	205,468 82	114,501 45	8,473 14	82,494 23
35	Huntington	74,027 95	49,190 85	58,009 55	.....	9,568 34	4,158 22	194,954 91	117,333 63	2,538 30	75,082 98
36	Jackson	47,078 94	31,833 39	42,650 07	5,240 03	5,925 64	2,405 46	135,133 53	83,559 61	5,374 78	46,199 14
37	Jasper	47,535 92	25,681 56	31,465 28	.....	6,012 20	4,027 12	114,722 08	65,565 35	4,538 01	44,618 72
38	Jay	52,977 20	38,317 95	43,518 08	.....	6,107 59	8,251 11	149,171 93	92,742 41	3,340 52	53,089 00
39	Jefferson	33,392 20	26,301 51	32,875 12	3,460 31	2,553 68	1,682 42	100,265 24	66,357 64	1 90	33,905 70
40	Jennings	25,797 36	18,419 42	22,793 77	3,765 86	5,164 29	1,231 80	77,172 50	46,197 89	3,644 47	27,330 14
41	Johnson	47,109 70	35,796 80	39,239 21	.....	6,537 20	6,366 89	135,049 80	84,716 18	2,389 00	47,944 62
42	Knox	99,121 64	70,621 04	78,318 48	.....	4,265 66	2,680 74	255,007 56	154,683 35	2,762 01	97,562 20
43	Kosciusko	84,924 86	46,746 93	54,594 23	.....	13,675 87	3,619 70	203,561 59	112,719 36	8,990 34	81,851 89
44	Lagrange	42,822 46	29,321 77	30,410 88	.....	5,398 73	3,781 89	111,735 73	64,685 78	4,538 17	42,511 78
45	Lake	267,848 37	195,427 35	276,212 88	.....	7,375 80	20,147 56	767,011 96	515,999 36	5,351 86	245,660 74
46	Laporte	144,715 90	82,498 31	89,889 40	.....	8,520 55	8,290 05	333,914 21	182,058 39	6,884 51	144,971 31
47	Lawrence	70,732 26	47,619 81	53,090 84	1,915 96	5,766 80	2,427 78	181,553 45	114,753 45	7,029 62	59,770 38
48	Madison	131,682 87	92,692 08	119,946 35	.....	16,551 92	6,461 83	367,335 05	222,549 42	7,537 68	137,247 95
49	Marion*	87,671 35	404,589 90	62,252 38	.....	13,532 97	13,425 06	581,471 66	494,918 82	7,360 21	79,192 63
50	Marshall	58,404 73	41,008 77	48,105 62	.....	15,493 61	3,036 56	166,049 29	94,405 55	10,273 54	61,370 20
51	Martin	18,636 42	14,466 50	17,647 78	8,288 85	674 94	777 48	60,491 97	42,565 79	.....	17,926 18
52	Miami	88,419 81	45,712 98	52,475 24	329 60	7,342 52	8,203 82	202,483 97	116,573 00	5,035 48	80,875 49
53	Monroe	46,353 08	33,822 87	41,270 42	5,763 64	5,672 40	2,730 45	135,612 86	88,535 02	2,069 27	45,008 57
54	Montgomery	69,918 93	58,193 62	65,216 77	.....	8,374 55	8,834 91	210,538 78	139,603 47	5,116 30	65,819 01
55	Morgan	43,833 75	36,053 48	42,018 32	.....	8,052 37	3,363 66	133,321 58	92,014 13	5,753 98	35,553 47
56	Newton	43,687 67	22,113 00	25,890 72	.....	3,437 77	4,764 63	99,893 79	53,500 60	6,114 67	40,278 52

TUITION REVENUE, 1914-1915.

BY COUNTIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1914.	B. Amount Apportioned to Corporation January, 1915.	C. Amount Apportioned to Corporations July, 1915.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1914.	F. Miscellaneous Receipts Since July 31, 1914.	G. Total Revenue for Tuition	H. Amount Expended for Teaching Since July 31, 1914.	I. Amount of Revenue for Tuition Expended for Transfers.	J. Amount on Hand July 31, 1915. Including any Amount Corporations Still in County Treasury.
57	Noble	$68,522 85	$34,695 70	$49,129 28	.....	$8,107 32	$4,070 02	$164,525 17	$90,481 59	$5,169 20	$68,874 38
58	Ohio	8,196 14	5,636 96	6,733 54	$156 30	1,890 06	814 07	23,427 07	13,534 32	1,457 10	8,435 65
59	Orange	25,991 00	22,053 00	26,211 38	6,626 80	6,199 30	8,426 90	95,508 38	67,630 83	2,570 00	25,307 55
60	Owen	23,191 45	18,592 18	20,979 47	4,307 77	3,712 66	1,045 13	71,828 66	49,040 81	1,444 50	21,343 35
61	Parke	53,298 73	33,291 34	41,518 08	.....	4,999 15	1,994 03	135,101 33	76,394 26	7,932 23	50,774 84
62	Perry	33,227 70	21,592 85	26,432 86	16,319 38	2,683 41	1,547 97	101,804 17	66,929 76	1,568 89	33,305 52
63	Pike	26,336 36	21,764 33	26,960 49	4,142 66	4,619 93	1,225 99	85,049 76	55,088 66	2,393 50	27,567 60
64	Porter	85,521 94	41,508 77	46,121 56	.....	4,724 43	4,446 97	182,323 67	100,735 92	3,140 58	78,447 17
65	Posey	56,492 12	38,645 51	44,775 05	.....	9,227 34	3,173 50	152,313 52	86,776 79	6,003 28	59,533 45
66	Pulaski	38,305 14	24,267 87	28,037 58	.....	5,519 30	1,155 25	97,285 14	57,762 02	7,021 58	32,501 54
67	Putnam	50,803 39	34,998 36	38,365 00	275 84	9,700 36	11,928 03	146,070 98	91,715 39	6,680 06	47,675 53
68	Randolph	69,408 29	50,483 36	60,696 92	.....	5,979 39	2,124 20	188,692 16	114,487 61	3,958 55	70,246 00
69	Ripley	36,573 51	26,916 49	28,194 86	.....	7,119 08	1,096 29	99,900 23	57,597 12	3,468 30	38,834 81
70	Rush	53,337 38	33,758 25	38,337 47	.....	7,190 92	7,075 06	139,699 08	88,406 17	3,518 36	47,774 55
71	Scott	13,034 49	10,437 18	12,313 82	658 63	1,413 35	288 91	38,146 38	23,748 33	1,693 52	12,704 53
72	Shelby	78,888 25	47,117 02	56,976 25	.....	6,677 76	3,155 74	192,815 02	107,256 67	4,399 62	81,158 73
73	Spencer	36,321 86	29,389 13	33,486 51	4,350 00	8,879 94	1,466 65	113,894 09	70,513 36	5,002 77	38,377 96
74	Starke	27,430 04	20,441 10	26,355 59	.....	4,367 07	2,094 27	80,688 07	48,659 82	4,386 39	27,641 86
75	St. Joseph	138,213 22	131,001 68	161,813 86	.....	8,242 71	48,293 06	487,564 53	346,276 25	6,496 71	134,791 57
76	Steuben	36,804 76	24,194 54	27,175 69	.....	6,542 78	1,886 91	96,604 68	56,891 63	4,315 78	35,397 27

77	Sullivan	70,891 63	48,365 50	60,733 67	.....	10,988 64	9,162 02	200,141 46	120,023 78	11,632 66	68,485 02
78	Switzerland	13,493 66	10,122 23	12,598 24	8,743 95	3,564 44	518 80	49,041 32	33,960 02	1,511 74	13,569 56
79	Tippecanoe	110,803 77	86,990 45	95,121 94	.....	5,477 34	3,348 53	301,742 03	186,790 20	1,384 00	113,567 83
80	Tipton	41,042 81	31,078 64	30,797 93	.....	4,612 25	5,558 78	113,090 41	62,840 38	7,078 86	43,171 17
81	Union	21,110 71	12,497 50	14,287 97	.....	3,121 25	639 50	51,656 93	30,202 24	1,397 50	20,057 19
82	Venderburgh	148,927 62	122,731 94	151,211 27	.....	8,125 17	4,722 03	435,718 03	279,695 80	3,393 62	152,628 61
83	Vermillion	55,228 58	39,456 93	51,189 70	.....	5,265 20	2,650 44	153,790 85	89,092 59	3,384 75	61,313 51
84	Vigo	138,514 58	147,912 05	187,696 11	.....	7,140 80	38,529 21	519,792 75	373,873 54	3,384 13	142,535 08
85	Wabash	58,391 57	53,403 80	58,323 27	.....	5,745 42	3,474 71	179,338 77	120,688 49	1,244 60	57,405 68
86	Warren	54,939 43	21,086 41	21,001 87	.....	3,260 69	1,926 24	102,214 64	48,867 52	5,103 36	48,243 76
87	Warrick	37,036 97	31,995 61	34,056 50	8,479 09	5,809 29	7,680 58	125,058 04	85,598 62	5,254 83	34,204 59
88	Washington	34,122 11	25,038 96	28,024 11	4,574 42	5,675 42	3,971 20	101,406 22	66,057 28	842 50	34,506 44
89	Wayne	103,112 51	83,404 60	86,070 52	.....	9,592 10	6,345 68	288,525 41	185,958 02	14,986 45	87,580 94
90	Wells	55,679 59	38,364 64	41,756 92	.....	2,880 00	6,048 12	144,729 27	{ 923 57† 86,631 94	5,431 76	51,742 00
91	White	56,974 66	33,286 65	36,736 69	.....	16,696 42	7,232 80	150,927 22	76,215 92	14,152 28	60,559 02
92	Whitley	49,659 40	28,928 03	33,529 11	.....	10,145 50	2,860 93	125,122 97	67,346 87	5,141 20	52,634 90
	Total	$5,790,208 93	$4,374,842 59	$4,791,102 76	$146,949 82	$627,344 72	$495,184 36	$16,225,633 08	$10,087,557 17	$461,836 52	$5,676,239 39

*The entries in Columns B and C do not correspond with the auditor's reports, owing to a difference in the fiscal year of Indianapolis.
†This amount was erroneously distributed by auditor and transferred by school board to special revenue.

TUITION REVENUE, 1915-1916.

TOWNSHIPS.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition.	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
1	Adams	$29,720 44	$20,446 72	$24,499 96	.....	$1,804 35	$1,182 19	$77,653 66	$39,900 19	$5,010 32	$32,743 15
2	Allen	82,819 59	46,650 27	54,834 56	.....	3,944 12	3,211 11	191,459 65	96,724 56	10,627 56	84,107 53
3	Bartholomew	30,729 60	19,633 35	27,653 02	670 64	700 04	1,692 22	81,078 87	43,855 18	5,248 89	31,974 80
4	Benton	57,838 20	32,029 98	40,148 54	.....	5,056 77	1,971 98	137,045 47	71,016 31	2,206 85	63,822 31
5	Blackford	12,087 70	10,917 39	12,057 71	.....	1,164 88	559 50	36,787 18	20,656 70	3,350 90	12,779 58
6	Boone	45,989 68	28,025 07	36,638 41	.....	4,579 91	5,891 72	121,124 79	61,912 93	11,057 61	48,154 25
7	Brown	9,930 94	8,521 94	10,808 84	9,954 99	.....	295 21	39,511 92	29,014 30	.....	10,497 62
8	Carroll	44,143 06	26,909 51	31,356 36	.....	2,819 77	2,003 72	107,232 42	59,148 03	6,545 41	41,538 98
9	Cass	51,928 54	26,339 49	33,723 16	.....	1,524 30	2,279 73	115,795 22	55,485 95	5,028 10	55,281 17
10	Clark	27,399 64	23,675 74	29,494 66	330 68	2,638 70	1,007 54	84,546 96	50,091 85	2,139 87	32,315 24
11	Clay	35,000 42	28,019 23	35,144 95	.....	1,184 84	1,311 34	100,660 78	53,926 96	10,576 13	36,157 69
12	Clinton	57,692 21	33,901 39	39,472 01	.....	6,057 22	2,416 82	139,539 65	73,476 59	6,189 65	59,873 41
13	Crawford	10,009 64	8,743 17	10,427 69	5,623 89	.....	393 28	35,197 67	23,913 70	1,522 18	9,761 79
14	Daviess	38,014 04	27,120 04	34,464 35	574 98	920 12	1,836 48	102,930 01	54,447 53	8,253 14	40,229 34
15	Dearborn	24,725 92	15,359 72	19,166 79	467 19	651 55	1,534 40	61,905 57	31,081 85	5,224 50	25,599 22
16	Decatur	37,667 29	23,843 74	29,631 98	.....	4,753 68	1,513 91	97,410 60	51,200 76	8,455 24	37,754 60
17	Dekalb	38,144 67	21,593 69	22,698 78	.....	1,701 47	1,468 17	85,606 78	37,697 89	8,417 22	39,491 67
18	Delaware	43,691 08	39,151 50	56,494 22	.....	3,359 91	2,126 01	144,822 72	86,770 01	4,414 91	53,637 80
19	Dubois	31,761 70	16,369 61	20,240 96	2,570 63	1,609 44	976 45	73,528 79	40,094 62	3,505 52	29,928 65
20	Elkhart	50,961 16	27,406 84	37,912 81	.....	1,772 65	3,284 42	121,337 88	64,049 05	7,979 39	49,309 44

21	Fayette	17,308 89	11,678 71	16,878 24	.....	2,350 89	734 79	48,951 52	27,110 95	1,736 57	20,104 00
22	Floyd	21,138 53	8,461 62	10,650 64	.....	52 10	639 02	40,941 91	17,143 65	1,670 59	22,127 67
23	Fountain	33,438 36	20,794 50	28,299 24	.....	1,268 09	1,269 26	85,069 45	50,746 35	2,805 69	31,517 41
24	Franklin	27,817 12	18,402 38	21,242 27	.....	2,770 34	957 22	71,189 33	39,044 35	4,513 58	27,631 40
25	Fulton	53,530 33	31,522 73	33,912 88	.....	1,987 44	2,448 11	123,401 49	56,454 24	1,377 74	65,569 51
26	Gibson	50,312 92	37,010 39	42,338 75	2,200 18	1,494 03	1,923 87	135,280 14	82,412 57	5,111 07	47,756 50
27	Grant	48,182 37	35,077 98	42,287 70	.....	7,006 03	2,118 32	134,672 40	71,487 85	15,915 70	47,268 85
28	Greene	49,830 84	31,523 01	45,834 81	3,510 54	1,902 26	1,432 56	134,034 02	80,071 96	6,242 72	47,719 34
29	Hamilton	42,292 91	32,669 59	40,093 03	.....	2,664 81	3,269 05	120,989 39	70,144 63	6,645 19	44,199 57
30	Hancock	26,391 49	21,934 18	29,173 34	.....	1,828 86	3,552 66	82,880 53	49,779 14	3,402 63	29,698 76
31	Harrison	22,972 97	19,238 64	23,090 46	18,261 45	361 70	847 95	84,773 17	60,340 08	1,171 85	23,261 24
32	Hendricks	43,166 78	33,565 34	42,648 74	.....	1,938 33	1,679 26	122,998 45	76,024 28	2,058 54	44,915 63
33	Henry	52,610 14	31,575 79	39,703 52	.....	1,608 36	2,932 67	128,430 48	66,482 16	7,038 19	54,910 13
34	Howard	42,227 65	25,792 32	30,803 18	.....	4,139 80	1,764 57	104,727 52	50,843 45	6,729 94	47,154 13
35	Huntington	44,752 61	24,992 38	32,117 87	.....	1,956 81	2,010 21	105,829 88	55,954 25	5,365 89	44,509 74
36	Jackson	29,131 71	20,334 52	30,229 40	3,559 97	361 15	920 15	84,536 90	48,584 55	6,095 97	29,856 38
37	Jasper	36,153 64	19,950 86	25,995 80	.....	631 03	1,363 29	84,094 62	40,619 90	4,098 87	39,375 85
38	Jay	37,409 62	26,419 29	31,621 82	.....	1,411 92	2,421 29	99,283 94	54,966 28	4,632 84	39,684 82
39	Jefferson	19,390 84	14,719 10	20,076 61	3,067 85	1,059 10	613 82	58,927 32	38,097 13	78 50	20,751 69
40	Jennings	19,166 86	14,593 06	19,508 40	4,071 65	1,302 63	1,666 20	60,308 80	36,515 32	3,955 07	19,838 41
41	Johnson	31,219 36	20,780 38	25,427 79	.....	1,406 69	4,180 71	83,014 93	44,909 08	5,075 20	33,030 65
42	Knox	64,469 53	43,914 14	47,883 09	.....	1,115 65	1,962 17	159,344 58	89,204 86	4,565 97	65,573 75
43	Kosciusko	59,045 53	35,723 08	45,672 20	.....	3,441 96	8,619 56	152,502 33	81,580 29	8,504 68	62,417 36
44	Lagrange	41,152 87	25,041 60	30,810 68	.....	4,134 27	5,577 84	106,717 26	57,404 89	3,487 75	45,824 62
45	Lake	43,716 60	25,061 79	33,136 20	.....	1,014 90	2,288 54	105,218 03	54,412 11	1,056 78	49,749 14
46	Laporte	68,228 29	35,494 79	38,962 73	.....	3,979 69	4,517 74	151,183 24	81,788 06	7,701 65	61,693 53
47	Lawrence	41,503 24	27,462 35	34,418 00	2,228 26	2,145 12	1,943 48	109,700 45	64,183 71	5,467 57	40,049 17
48	Madison	50,299 78	33,675 51	45,179 88	.....	1,445 90	2,834 31	133,435 38	71,937 38	7,001 66	54,496 34
49	Marion	75,848 31	47,311 84	56,807 14	.....	3,800 52	4,425 60	188,193 41	110,090 78	3,010 70	75,091 93
50	Marshall	44,540 49	26,230 56	33,718 47	.....	2,162 14	2,023 99	108,675 65	52,001 48	9,118 40	47,555 77
51	Martin	13,253 14	10,595 39	13,463 29	6,659 08	152 20	517 72	44,640 82	30,806 01	.....	13,834 81
52	Miami	55,051 95	30,098 29	38,289 41	.....	4,364 02	5,344 92	133,148 59	68,759 11	7,277 61	57,111 87
53	Monroe	20,224 91	18,434 68	22,788 48	6,265 10	1,629 81	947 74	70,290 72	45,526 33	1,804 73	22,959 66
54	Montgomery	61,698 82	38,814 40	47,091 75	.....	4,221 30	5,926 27	157,752 54	97,390 09	1,040 41	59,322 04
55	Morgan	29,696 24	25,780 67	30,312 52	24 00	2,251 25	3,079 57	91,144 25	58,734 52	5,494 77	26,914 96
56	Newton	31,442 46	13,973 74	16,961 44	.....	1,332 19	1,177 95	64,887 78	29,461 45	5,866 31	29,560 02

TUITION REVENUE, 1915-1916.

TOWNSHIPS—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporation July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
57	Noble	$44,409 10	$24,585 69	$32,510 72	.....	$2,113 75	$1,875 26	$105,494 52	$54,473 38	$7,273 47	$43,747 67
58	Ohio	5,847 79	3,036 89	4,132 61	$141 98	86 67	178 52	13,424 46	5,990 09	1,315 23	6,119 14
59	Orange	15,606 04	13,444 16	16,233 53	6,064 99	482 88	646 82	52,478 42	35,090 70	2,228 38	15,159 34
60	Owen	16,899 71	14,625 05	17,779 50	4,395 07	1,133 19	660 11	55,492 63	36,941 14	1,828 12	16,723 37
61	Parke	44,150 53	28,989 34	36,487 11	.....	1,945 42	2,142 54	113,714 94	64,552 60	8,162 18	41,000 16
62	Perry	19,166 79	13,629 19	17,051 09	16,079 36	22 20	849 75	66,798 38	46,658 67	50 00	20,089 71
63	Pike	23,352 90	20,222 73	24,907 58	3,193 41	794 82	590 14	73,061 58	46,048 85	1,816 63	25,196 10
64	Porter	70,488 10	28,026 92	38,147 48	.....	4,048 73	3,151 64	143,862 87	77,246 39	3,528 19	63,088 29
65	Posey	40,134 50	26,279 09	31,441 69	.....	963 47	1,239 35	100,058 10	51,615 03	9,122 37	39,329 70
66	Pulaski	28,801 41	22,588 72	27,358 81	.....	1,733 51	1,161 64	81,644 09	50,841 89	438 25	30,363 95
67	Putnam	30,231 19	24,986 28	33,805 12	.....	1,175 03	1,678 15	91,875 77	54,824 88	5,929 64	31,121 25
68	Randolph	51,772 10	38,242 28	44,770 45	.....	1,951 19	2,970 60	139,706 62	78,460 06	4,200 66	57,045 90
69	Ripley	28,115 70	20,378 92	22,100 49	.....	1,510 96	1,821 16	73,927 23	38,027 72	6,303 71	29,595 80
70	Rush	39,189 28	23,522 44	30,052 58	.....	3,122 04	1,569 78	97,456 12	55,509 22	3,773 58	38,173 32
71	Scott	9,780 78	8,602 91	10,281 04	193 70	72 00	226 54	29,156 97	17,605 84	1,161 80	10,389 33
72	Shelby	56,386 70	29,021 69	37,363 29	.....	3,108 06	2,243 10	128,122 84	67,235 10	5,790 88	55,096 86
73	Spencer	23,856 03	22,890 56	27,085 32	1,730 29	1,288 25	756 39	77,606 84	47,493 78	4,204 40	25,908 66
74	Starke	21,466 89	14,834 66	22,458 53	.....	1,049 26	678 72	60,488 06	34,097 50	3,216 33	23,174 23
75	St. Joseph	60,658 86	30,761 61	34,129 39	.....	3,764 18	5,761 05	135,075 09	68,493 11	4,413 18	62,168 80
76	Steuben	27,273 88	17,733 29	21,432 90	.....	3,032 37	1,120 19	70,592 63	39,552 83	4,302 15	26,737 65

77	Sullivan	42,634 67	36,007 02	44,489 01	.....	370 08	1,222 84	124,723 62	67,684 78	2,712 66	54,326 18
78	Switzerland	8,837 34	8,083 66	10,802 70	6,241 25	223 40	627 58	34,815 93	23,816 11	1,150 81	9,849 01
79	Tippecanoe	53,822 69	40,766 39	45,893 61	.....	2,707 39	4,403 06	147,593 14	85,214 80	6,135 90	56,242 44
80	Tipton	34,343 43	21,151 88	25,638 43	.....	3,621 51	2,018 21	86,773 46	44,981 95	8,795 41	32,996 10
81	Union	13,271 46	9,554 52	11,962 00	.....	531 97	1,429 72	36,749 67	21,094 00	47 60	15,608 07
82	Vanderburgh	51,807 23	27,689 38	25,837 11	.....	742 84	2,132 40	108,208 96	57,581 19	4,973 98	45,653 79
83	Vermillion	38,626 25	26,991 69	34,971 10	.....	919 28	1,341 92	102,850 24	59,629 00	2,630 12	40,591 12
84	Vigo	66,018 26	42,966 00	54,715 04	.....	1,141 85	3,412 02	168,253 17	98,654 29	2,561 39	67,037 49
85	Wabash	48,656 97	33,526 46	41,249 84	.....	3,893 17	2,885 77	130,212 21	76,185 58	1,212 38	52,814 25
86	Warren	45,091 07	17,216 36	22,960 74	.....	4,224 67	4,522 72	94,015 56	42,044 56	7,198 85	44,772 15
87	Warrick	28,277 36	24,455 26	28,161 91	8,917 15	1,620 85	822 82	92,255 35	59,264 28	1,468 72	31,522 35
88	Washington	19,408 53	17,562 90	20,258 87	4,564 09	1,113 04	932 81	63,840 24	43,847 73	927 20	19,065 31
89	Wayne	34,106 36	28,673 02	36,917 30	.....	1,701 69	3,535 58	104,933 95	59,972 38	5,499 47	39,462 10
90	Wells	44,027 09	31,298 92	35,739 64	.....	3,410 61	1,747 24	116,223 50	60,667 32	5,620 19	49,935 99
91	White	44,027 31	23,302 06	31,247 43	.....	2,885 19	1,977 16	103,439 15	53,273 82	8,467 93	41,697 40
92	Whitley	36,648 50	19,283 33	22,950 69	.....	2,533 12	1,731 17	83,146 81	40,604 82	6,114 83	36,427 16
	Total	$3,476,066 42	$2,258,239 26	$2,797,624 18	$121,562 37	$187,975 65	$192,953 05	$9,034,420 93	$5,020,753 59	$427,451 31	$3,586,216 03

TUITION REVENUE, 1915-1916.

TOWNS.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporations January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition.	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
1	Adams	$8,270 44	$4,245 39	$4,978 77	.....	$2,857 25	$139 04	$20,490 89	$12,044 04	$32,29	$8,414 56
2	Allen	581 53	495 17	584 91	.....	49 05	11 87	1,722 53	931 87	288 00	502 66
3	Bartholomew	3,526 08	2,033 98	2,798 81	.....	1,499 67	445 83	10,304 37	6,082 00	400 00	3,822 37
4	Benton	3,015 39	2,858 76	3,233 93	.....	1,431 11	78 11	10,617 30	8,335 00	.....	2,282 30
5	Blackford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Boone	4,964 10	2,380 47	2,766 21	.....	3,053 45	83 25	13,247 48	8,066 25	.....	5,181 23
7	Brown	617 80	650 81	638 47	$2,478 34	.....	9 79	4,395 21	3,820 17	.....	575 04
8	Carroll	3,038 24	2,247 14	2,798 34	.....	1,513 50	40 76	9,637 98	6,881 21	.....	2,756 77
9	Cass	3,787 72	2,397 95	3,161 83	.....	1,889 00	3,876 03	15,112 53	10,640 45	.....	4,472 08
10	Clark	6,871 87	5,174 48	5,775 79	.....	238 00	225 84	18,285 98	9,645 60	2,148 73	6,491 65
11	Clay	7,692 03	4,154 08	4,629 57	857 26	4,578 56	156 91	22,068 41	13,805 60	350 00	7,912 81
12	Clinton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Crawford	4,788 43	3,073 82	3,618 14	10,096 44	1,276 00	1,008 75	23,861 58	18,546 08	228 09	5,087 41
14	Daviess	3,725 67	2,756 29	3,542 61	.....	2,931 95	80 45	13,036 97	9,472 65	.....	3,564 32
15	Dearborn	4,597 68	3,098 45	3,402 18	.....	690 10	244 98	12,033 39	7,076 50	1,413 77	3,543 12
16	Decatur	3,613 81	1,329 78	1,577 00	.....	1,456 01	110 39	8,086 99	4,670 50	.....	3,416 49
17	Dekalb	5,935 60	2,946 20	3,669 93	.....	4,183 65	212 16	16,947 54	9,962 11	461 00	6,524 43
18	Delaware	5,032 87	3,454 97	4,916 22	.....	2,585 03	316 63	16,305 72	8,927 02	.....	7,378 70
19	Dubois	1,999 24	1,405 62	2,016 84	1,069 55	1,239 19	277 76	8,008 20	5,368 91	144 16	2,495 13
20	Elkhart	10,025 06	6,430 04	7,534 27	.....	4,258 00	722 56	28,969 93	17,957 02	.....	11,012 91

21	Fayette	1,374 43	996 83	1,240 20	.....	168 00	29 20	3,808 66	2,144 00	576 00	1,088 66
22	Floyd	528 17	409 94	596 00	844 16	895 20	46 17	3,319 64	2,106 18	17 20	1,196 26
23	Fountain	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Franklin	6,255 40	4,343 97	4,847 33	.....	2,540 85	482 03	18,269 58	11,090 50	45 81	7,133 27
25	Fulton	2,719 18	1,220 90	.....	.....	32 00	65 13	4,037 21	4,007 75	.....	29 46
26	Gibson	4,915 92	2,944 38	3,583 83	.....	.....	2,741 75	14,185 88	10,332 60	.....	3,853 28
27	Grant	13,926 52	8,425 57	9,382 25	.....	6,249 55	1,023 75	39,007 64	26,370 06	.....	12,637 58
28	Greene	8,462 94	5,334 64	7,260 09	.....	4,525 19	247 86	25,830 72	18,817 58	.....	7,013 14
29	Hamilton	1,906 13	4,414 87	5,106 47	.....	4,450 31	3,213 70	19,091 48	17,157 63	.....	1,933 85
30	Hancock	4,153 58	1,867 69	2,411 24	.....	2,804 23	860 34	12,097 08	7,042 00	.....	5,055 08
31	Harrison	8,032 05	4,491 47	5,332 55	1,206 49	3,698 89	451 20	23,212 65	15,943 08	.....	7,269 57
32	Hendricks	3,938 57	3,214 11	3,517 26	.....	1,638 15	2,992 03	15,300 12	11,469 29	2,950 00	880 83
33	Henry	8,604 81	5,442 02	6,277 69	.....	3,005 08	1,374 11	24,703 71	15,053 71	1,010 00	8,640 00
34	Howard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Huntington	7,568 02	6,153 03	7,124 56	.....	5,722 22	1,188 84	27,756 67	20,720 78	.....	7,035 89
36	Jackson	5,612 12	3,466 40	4,769 56	1,180 19	2,205 75	114 55	17,348 57	11,031 66	.....	6,316 91
37	Jasper	4,081 75	3,409 10	4,054 50	.....	1,560 89	89 01	13,195 25	9,382 84	.....	3,812 41
38	Jay	4,146 68	2,606 07	2,788 62	.....	755 25	71 44	10,368 06	6,350 50	69 00	3,948 56
39	Jefferson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40	Jennings	1,811 51	606 28	709 02	.....	899 12	21 43	4,047 36	2,691 08	.....	1,356 28
41	Johnson	8,104 94	6,081 59	6,923 09	.....	2,890 94	2,802 05	26,802 61	17,074 32	.....	9,728 29
42	Knox	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	Kosciusko	14,882 10	4,339 72	4,943 45	.....	3,435 40	516 92	28,117 59	13,943 60	4,935 20	9,238 79
44	Lagrange	1,358 91	3,417 31	3,627 61	.....	1,635 00	1,032 64	11,071 47	8,819 24	.....	2,252 23
45	Lake	26,914 43	17,031 01	21,421 93	.....	931 50	1,551 37	67,850 24	37,800 76	1,501 94	28,547 54
36	Laporte	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Lawrence	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	Madison	9,912 56	5,887 06	7,191 15	.....	3,300 58	861 88	27,153 23	16,822 95	.....	10,330 28
49	Marion	3,344 32	2,797 62	3,482 76	.....	104 28	132 66	9,861 64	7,521 50	315 04	2,025 10
50	Marshall	15,349 39	8,253 06	9,332 22	.....	10,483 85	915 98	44,334 50	27,803 42	.....	16,531 08
51	Martin	2,245 91	1,591 56	1,862 54	.....	191 40	39 29	5,930 70	3,875 95	.....	2,054 75
52	Miami	3,151 33	2,034 46	2,496 68	.....	1,469 70	1,799 20	10,951 37	8,178 26	.....	2,773 11
53	Monroe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Montgomery	4,135 52	2,064 30	1,702 89	.....	72 50	1,279 32	9,254 53	7,543 75	.....	1,710 78
55	Morgan	1,838 92	2,491 38	2,918 80	.....	.....	1,276 46	8,525 56	6,264 57	.....	2,260 99
56	Newton	8,836 06	7,880 54	10,005 67	.....	4,703 48	2,751 36	34,177 11	24,115 04	263 96	9,798 11

TUITION REVENUE, 1915-1916.

TOWNS—Continued.

(From Finaneial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Reeeived from Transfers Since July 31, 1915.	F. Miscellaneous Reeeipts Since July 31, 1915.	G. Total Revenue for Tuition	H. Amount Expended for Teaehing Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
57	Noble	$4,076 55	$1,803 69	$2,678 33	.....	$1,796 36	$140 93	$10,495 86	$6,619 50	.....	$3,876 36
58	Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	Orange	9,701 51	9,392 14	10,511 82	$173 31	5,708 99	5,975 26	41,463 03	30,518 73	$360 60	10,583 70
60	Owen	4,316 60	4,234 14	4,923 12	.....	2,843 70	315 97	16,633 53	11,728 44	.....	4,905 09
61	Parke	6,624 31	4,394 07	5,396 23	.....	3,249 74	258 69	19,923 04	10,929 52	1,424 23	7,569 29
62	Perry	523 70	634 92	845 93	.....	487 50	826 84	3,318 89	2,961 14	.....	357 75
63	Pike	4,178 25	2,891 90	3,483 03	.....	2,938 82	59 60	13,551 60	9,384 64	.....	4,166 96
64	Porter	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	Posey	5,031 32	4,162 12	4,753 41	.....	3,735 99	1,989 98	19,672 82	13,486 35	.....	6,186 47
66	Pulaski	3,700 13	2,897 73	3,383 92	.....	3,050 50	88 27	13,120 55	9,462 39	.....	3,658 16
67	Putnam	4,894 96	3,318 09	3,777 99	.....	2,981 20	2,774 93	17,747 17	14,935 64	.....	2,811 53
68	Randolph	3,342 81	3,332 64	3,960 89	.....	1,914 51	970 96	13,521 81	8,768 50	.....	4,753 31
69	Ripley	9,142 90	4,255 67	4,391 00	.....	6,185 89	907 29	24,882 75	14,137 81	.....	10,744 94
70	Rush	224 24	1,618 57	1,809 39	.....	.....	.....	3,652 20	3,640 75	.....	11 45
71	Seott	2,923 75	2,698 05	3,022 89	.....	2,174 42	.....	10,819 11	6,924 20	.....	3,894 91
72	Shelby	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	Spencer	6,218 23	2,914 84	3,497 20	2,727 35	3,201 35	123 54	18,682 51	13,604 16	.....	5,078 35
74	Starke	6,174 97	5,903 21	7,760 97	.....	2,330 50	186 15	22,355 80	15,268 39	.....	7,087 41
75	St. Joseph	2,854 01	1,908 88	2,069 36	.....	1,153 29	32 03	8,017 57	5,455 03	.....	2,562 54
76	Steuben	3,377 40	1,922 22	2,375 36	.....	2,216 72	71 75	10,033 45	7,500 44	.....	2,533 01

77	Sullivan	12,858 99	8,217 32	8,848 66	.....	5,524 66	1,508 20	36,957 83	26,989 70	1,409 56	8,558 57
78	Switzerland	1,263 05	481 14	539 88	2,159 02	1,105 00	56 95	5,605 04	4,413 71	.....	1,191 33
79	Tippecanoe	8,828 79	7,075 80	7,483 45	.....	2,726 95	215 51	26,330 50	17,664 60	.....	8,665 90
80	Tipton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	Union	6,785 73	3,210 37	3,834 51	.....	3,581 35	166 46	17,578 42	9,957 49	.....	7,620 93
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	2,980 49	3,127 68	3,663 03	74 40	2,514 21	726 33	13,086 14	8,894 47	.....	4,191 67
84	Vigo	8,826 24	5,036 66	6,322 64	.....	612 00	63 21	20,860 75	15,542 75	.....	5,318 00
85	Wabash	2,585 18	4,746 18	5,541 30	.....	51 00	215 19	13,138 85	7,409 63	.....	5,729 22
86	Warren	3,135 34	2,482 98	3,092 26	.....	1,813 39	84 28	10,608 25	7,789 05	.....	2,819 20
87	Warrick	1,997 91	1,790 59	1,993 01	.....	2,196 00	63 01	8,040 52	5,207 46	.....	2,833 06
88	Washington	15,008 91	7,585 44	8,463 02	1,502 98	2,700 52	3,992 88	39,253 75	24,769 27	191 24	14,293 24
89	Wayne	6,000 86	6,907 77	8,198 98	.....	4,337 49	7,804 32	33,249 42	20,242 52	751 17	12,255 73
90	Wells	.....	50 69	49 31	.....	.....	.....	100 00	100 00	.....	.....
91	White	7,583 87	4,092 89	4,560 22	.....	6,381 40	4,153 38	26,771 76	17,552 07	1,700 00	7,519 69
92	Whitley	5,807 48	3,269 70	4,013 27	.....	5,171 75	943 25	19,205 45	13,822 05	.....	5,383 40
	Total	$431,164 21	$290,778 37	$341,798 16	$24,369 49	$190,784 03	$72,527 94	$1,351,422 20	$899,387 98	$22,986 99	$429,047 23

TUITION REVENUE, 1915-1916.

CITIES.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition.	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
1	Adams	$9,691 07	$7,583 55	$8,971 93	.....	$2,093 50	$829 57	$29,169 62	$20,673 83	.....	$8,495 79
2	Allen	128,041 09	107,049 44	121,128 19	.....	6,308 42	10,015 50	372,542 64	245,618 19	.....	126,924 45
3	Bartholomew	37,122 99	16,168 56	21,341 49	.....	5,440 83	1,646 21	81,720 08	48,292 02	.....	33,428 06
4	Benton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Blackford	19,845 18	13,992 38	15,246 98	.....	6,334 49	414 51	55,833 54	36,150 43	.....	19,683 11
6	Boone	19,348 41	10,385 53	11,263 50	.....	8,044 86	933 42	49,975 72	29,776 25	.....	20,199 47
7	Brown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Carroll	9,278 93	2,731 21	3,718 33	.....	5,503 21	346 85	21,578 53	12,250 03	$9 30	9,319 20
9	Cass	38,751 24	35,151 09	43,481 45	.....	3,257 00	567 00	121,207 78	80,033 82	.....	41,173 96
10	Clark	19,650 18	17,824 22	17,106 70	.....	3,229 47	802 52	58,613 09	38,346 45	.....	20,266 64
11	Clay	30,577 68	14,621 10	18,424 92	.....	10,176 16	749 43	74,549 29	43,532 56	.....	31,016 73
12	Clinton	26,205 27	17,368 99	19,571 56	.....	6,803 03	630 84	70,579 69	41,967 65	52 45	28,559 59
13	Crawford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Daviess	15,041 86	11,574 78	16,302 04	.....	5,040 49	282 89	48,242 06	31,949 57	.....	16,292 49
15	Dearborn	16,248 26	9,896 38	15,534 58	.....	5,235 61	3,269 31	50,184 14	30,172 48	.....	20,011 66
16	Decatur	11,180 38	8,264 05	12,917 50	.....	5,057 97	171 72	37,591 62	25,184 58	.....	12,407 04
17	Dekalb	21,934 87	14,864 02	19,997 99	.....	8,139 91	3,966 86	68,903 65	42,561 26	.....	26,342 39
18	Delaware	22,308 81	49,412 48	60,129 12	.....	5,150 82	2,210 66	139,211 89	103,219 42	.....	35,992 47
19	Dubois	8,897 11	7,558 00	9,284 32	.....	2,777 90	336 23	28,853 56	19,215 82	.....	9,637 74
0	Elkhart	41,620 01	42,324 28	63,207 39	.....	5,463 87	13,150 99	165,766 54	109,150 29	.....	56,616 25

21	Fayette	17,411 57	11,423 19	16,991 22	.....	3,283 50	491 06	49,600 54	27,853 25	.....	21,747 29
22	Floyd	37,459 10	27,095 13	34,179 81	.....	1,688 75	1,722 65	102,145 44	65,226 81	.....	36,918 63
23	Fountain	15,252 06	10,253 09	12,905 01	.....	7,502 56	499 00	46,411 72	32,963 64	.....	13,448 08
24	Franklin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Fulton	8,723 21	6,425 67	7,004 64	.....	423 26	5,826 00	28,402 78	20,152 54	.....	8,250 24
26	Gibson	6,038 92	11,631 77	13,208 62	.....	6,597 20	6,079 24	43,555 75	33,194 61	.....	10,361 14
27	Grant	36,144 26	40,733 57	45,951 41	.....	5,121 01	1,120 09	129,070 34	91,225 66	.....	37,844 68
28	Greene	14,834 88	10,397 33	14,665 99	.....	3,159 73	239 08	43,297 01	27,020 46	.....	16,276 55
29	Hamilton	12,615 99	6,447 73	9,624 70	.....	4,496 83	398 22	33,583 47	22,673 24	.....	10,910 23
30	Hancock	10,075 13	7,366 94	10,025 73	.....	2,255 80	263 23	29,986 73	18,065 45	.....	11,921 38
31	Harrison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Hendricks	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Henry	17,735 88	16,591 51	19,761 19	.....	2,920 53	719 48	57,728 59	33,814 20	.....	23,914 39
34	Howard	40,266 58	32,420 15	39,881 63	.....	6,635 08	945 69	120,149 13	63,782 61	1,175 98	55,190 54
35	Huntington	22,762 35	19,884 69	23,907 24	.....	2,418 63	1,705 62	70,678 53	47,105 03	.....	23,573 50
36	Jackson	11,455 31	8,865 92	12,674 29	.....	4,955 97	245 23	38,196 72	24,251 50	.....	13,945 22
37	Jasper	4,383 33	4,703 97	5,686 24	.....	4,780 04	286 94	19,840 52	17,384 11	.....	2,456 41
38	Jay	11,532 70	10,108 61	11,741 01	.....	3,997 99	4,194 58	41,574 89	30,474 44	.....	11,100 45
39	Jefferson	14,514 86	10,818 98	14,450 26	.....	2,085 00	303 06	42,172 16	27,080 25	.....	15,091 91
40	Jennings	6,232 60	3,695 98	4,571 60	.....	2,404 83	225 22	17,130 23	10,113 23	.....	7,017 00
41	Johnson	7,532 58	8,288 03	9,990 73	.....	3,479 58	968 83	30,259 75	22,245 11	.....	8,014 64
42	Knox	33,092 67	29,405 27	33,975 13	.....	2,698 53	2,415 03	101,586 63	74,885 04	.....	26,701 59
43	Kosciusko	7,924 26	7,695 07	9,218 09	.....	3,001 00	218 29	28,056 71	20,001 00	.....	8,055 71
44	Lagrange	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Lake	175,029 71	183,536 21	259,010 59	.....	2,156 61	12,658 17	632,391 29	443,268 27	267 52	188,855 50
46	Laporte	76,742 82	46,658 70	54,641 23	.....	3,605 16	1,846 92	183,494 83	114,209 40	.....	69,285 43
47	Lawrence	18,267 14	19,508 49	22,929 34	.....	5,341 65	637 21	66,683 83	49,607 53	408 00	16,668 30
48	Madison	77,035 61	57,795 14	77,184 29	.....	10,115 43	1,981 82	224,112 29	138,702 41	.....	85,409 88
49	Marion	.....	364,126 23	8,479 04	.....	7,619 85	13,926 99	394,152 11	394,152 11	.....	.....
50	Marshall	1,480 32	6,782 67	8,090 83	.....	191 00	1,916 43	18,461 25	18,461 25	.....	.....
51	Martin	2,427 13	2,288 29	2,934 30	.....	1,069 15	28 98	8,747 85	6,478 56	.....	2,269 29
52	Miami	22,672 21	14,622 36	19,566 64	.....	2,244 79	1,189 00	60,295 00	39,159 81	32 10	21,103 09
53	Monroe	24,783 66	17,465 53	20,365 98	.....	4,789 87	721 81	68,126 85	45,491 06	.....	22,635 79
54	Montgomery	.....	17,903 25	22,639 20	.....	3,981 97	4,264 30	48,788 72	45,683 98	5 40	3,099 34
55	Morgan	4,018 31	8,750 84	10,142 63	.....	6,911 11	7,560 50	37,383 39	35,448 30	.....	1,935 09
56	Newton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TUITION REVENUE. 1915-1916.

CITIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
57	Noble	$20,388 73	$9,811 03	$17,888 82	.....	$2,740 78	$679 00	$51,508 36	$31,334 87	$179 85	$19,993 64
58	Ohio	2,587 86	2,403 67	2,822 25	.....	1,528 80	127 41	9,469 99	7,664 58	.....	1,805 41
59	Orange	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Owen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	Parke	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Perry	13,615 03	7,043 82	8,565 83	.....	1,036 70	263 27	30,524 65	18,915 30	.....	11,609 35
63	Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Porter	7,803 74	10,637 32	12,913 73	.....	3,648 36	339 99	35,343 14	26,054 40	.....	9,288 74
65	Posey	14,367 63	9,263 29	11,517 47	.....	4,610 90	604 54	40,363 83	24,210 92	.....	16,152 91
66	Puaslki	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Putnam	12,739 87	7,392 84	7,030 04	.....	6,521 67	888 89	34,573 31	21,099 99	.....	13,473 32
68	Randolph	15,131 09	12,609 46	16,093 38	.....	352 55	619 89	44,806 37	28,250 31	.....	16,556 06
69	Ripley	1,678 04	2,729 84	2,982 97	.....	1,177 74	162 14	8,730 73	6,602 95	.....	2,127 78
70	Rush	8,361 03	7,909 97	11,174 26	.....	2,257 50	478 71	30,181 47	26,636 58	.....	3,544 86
71	Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Shelby	24,772 03	17,548 01	21,358 20	.....	5,871 59	809 10	70,358 93	43,558 98	.....	26,779 95
73	Spencer	8,303 70	4,091 78	4,647 93	.....	3,107 14	196 46	20,347 01	12,625 20	.....	7,721 81
74	Starke	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	St. Joseph	71,278 70	121,154 72	141,536 87	.....	8,939 13	46,245 83	389,155 25	308,266 03	1 55	80,887 67
76	Steuben	4,745 99	4,291 44	4,834 50	.....	1,925 38	308 49	16,105 80	11,720 04	.....	4,385 76

77	Sullivan	12,991 36	8,008 90	10,086 44	.....	1,624 41	287 42	32,998 53	21,830 85	.....	11,167 68
78	Switzerland	3,477 75	2,413 04	2,290 62	.....	2,202 38	.....	10,383 79	6,504 23	.....	3,879 56
79	Tippecanoe	50,916 35	43,495 03	48,142 59	.....	514 00	6,227 72	149,295 69	90,707 54	.....	58,588 15
80	Tipton	8,827 74	5,293 04	6,443 86	.....	3,362 50	216 80	24,143 94	19,270 91	.....	4,873 03
81	Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	100,811 38	117,197 31	141,614 13	.....	9,628 71	11,895 16	381,146 69	257,536 03	.....	123,610 66
83	Vermillion	19,706 77	11,905 66	17,318 81	.....	4,584 31	2,668 82	56,184 37	31,796 22	73 50	24,314 65
84	Vigo	67,690 58	116,516 70	156,989 01	.....	5,966 00	17,911 19	365,073 48	283,332 46	.....	81,741 02
85	Wabash	6,163 53	15,235 89	17,535 71	.....	413 15	7,992 29	47,340 57	34,033 91	.....	13,306 66
86	Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Warrick	3,929 26	6,573 07	6,964 70	.....	4,027 76	3,678 45	25,173 24	19,227 64	.....	5,945 60
88	Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Wayne	50,176 99	37,688 09	45,415 49	.....	6,470 31	1,613 18	141,364 06	89,411 73	.....	51,952 33
90	Wells	7,714 91	8,986 79	9,093 46	.....	5,173 39	318 43	31,286 98	22,105 64	246 74	8,934 60
91	White	7,248 77	4,339 35	5,225 00	.....	3,371 92	229 73	20,414 77	11,441 22	.....	8,973 55
92	Whitley	10,178 92	6,052 08	7,159 03	.....	4,711 53	199 40	28,300 96	17,831 38	.....	10,469 58
	Total	$1,769,796 24	$2,011,052 51	$2,071,671 70	.....	$311,758 56	$220,885 49	$6,385,164 50	$4,470,239 42	$2,452,39	$1,912,472 69

TUTION REVENUE, 1915-1916.

COUNTIES.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition.	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
1	Adams	$47,681 95	$32,275 66	$38,450 66	.....	$6,755 10	$2,150 80	$127,314 17	$72,618 06	$5,042 61	$49,653 50
2	Allen	211,442 21	*154,194 88	*176,547 66	.....	10,301 59	13,238 48	565,724 82	343,274 62	10,915 56	211,534 64
3	Bartholomew	71,378 67	37,835 89	51,793 32	$670 64	7,640 54	3,784 26	173,103 32	98,229 20	5,648 89	69,225 23
4	Benton	60,853 59	34,888 74	43,382 47	.....	6,487 88	2,050 09	147,662 77	79,351 31	2,206 85	66,104 61
5	Blackford	31,932 88	24,909 77	27,304 69	.....	7,499 37	974 01	92,620 72	56,807 13	3,350 90	32,462 69
6	Boone	70,302 19	40,791 07	50,668 12	.....	15,678 22	6,908 39	184,347 99	99,755 43	11,057 61	73,534 95
7	Brown	10,548 74	9,171 75	11,447 31	12,433 33	.....	305 00	43,907 13	32,834 47	.....	11,072 66
8	Carroll	56,460 23	31,887 86	37,873 03	.....	9,836 48	2,391 33	138,448 93	78,279 27	6,554 71	53,614 95
9	Cass	94,467 50	63,888 53	80,366 44	.....	6,670 30	6,722 76	252,115 53	146,160 22	5,028 10	100,927 21
10	Clark	53,921 69	46,674 44	52,377 15	330 68	6,106 17	2,035 90	161,446 03	98,083 90	4,288 60	59,073 53
11	Clay	73,270 13	46,794 41	58,199 44	857 26	15,939 56	2,217 68	197,278 48	111,265 12	10,926 13	75,087 23
12	Clinton	83,897 48	51,270 38	59,043 57	.....	12,860 25	3,047 66	210,119 34	115,444 24	6,242 10	88,433 00
13	Crawford	14,798 07	11,816 99	14,045 83	15,720 33	1,276 00	1,402 03	59,059 25	42,459 78	1,750 27	14,849 20
14	Daviess	56,781 57	41,451 11	54,309 00	574 98	8,892 56	2,199 82	164,209 04	95,869 75	8,253 14	60,086 15
15	Dearborn	45,571 86	28,354 55	38,103 55	467 19	6,577 26	5,048 69	124,123 10	68,330 83	6,638 27	49,154 00
16	Decatur	52,461 48	33,437 57	44,126 48	.....	11,267 66	1,796 02	143,089 21	81,055 84	8,455 24	53,578 13
17	Dekalb	66,015 14	39,403 91	46,366 70	.....	14,025 03	5,647 19	171,457 97	90,221 26	8,878 22	72,358 49
18	Delaware	71,032 76	92,018 95	121,539 56	.....	11,095 76	4,653 30	300,340 33	198,916 45	4,414 91	97,008 97
19	Dubois	42,658 05	25,333 23	31,542 12	3,640 18	5,626 53	1,590 44	110,390 55	64,679 35	3,649 68	42,061 52
20	Elkhart	102,606 23	76,161 16	108,654 47	.....	11,494 52	17,157 97	316,074 35	191,156 36	7,979 39	116,938 60

21	Fayette	36,094 89	24,098 73	35,109 66	.....	5,802 39	1,255 05	102,360 72	57,108 20	2,312 57	42,939 95
22	Floyd	59,125 80	35,966 69	45,426 45	844 16	2,636 05	2,407 84	146,406 99	84,476 64	1,687 79	60,242 56
23	Fountain	48,690 42	31,047 59	41,204 25	.....	8,770 65	1,768 26	131,481 17	83,709 99	2,805 69	44,965 49
24	Franklin	34,072 52	22,746 35	26,089 60	.....	5,311 19	1,239 25	89,458 91	50,134 85	4,559 39	34,764 67
25	Fulton	64,972 72	39,169 30	49,917 52	.....	2,442 70	8,339 24	155,841 48	80,614 53	1,377 74	73,849 21
26	Gibson	61,267 76	51,586 54	59,131 20	2,200 18	8,091 23	10,744 86	193,021 77	125,939 78	5,111 07	61,970 92
27	Grant	98,253 15	84,237 12	97,621 36	.....	18,376 59	4,262 16	302,750 38	189,083 57	15,915 70	97,751 11
28	Greene	73,128 66	47,254 98	*67,760 89	3,510 54	9,587 18	1,919 50	203,161 75	125,910 00	6,242 72	71,009 03
29	Hamilton	56,815 03	*43,532 19	54,824 20	.....	11,611 95	6,880 97	173,664 34	109,975 50	6,645 19	57,043 65
30	Hancock	40,620 20	31,168 81	41,610 31	.....	6,888 89	4,676 23	124,964 44	74,886 59	3,402 63	46,675 22
31	Harrison	31,005 02	23,730 11	28,423 01	19,467 94	4,060 59	1,299 15	107,985 82	76,283 16	1,171 85	30,530 81
32	Hendricks	47,105 35	36,779 45	46,166 00	.....	3,576 48	4,671 29	138,298 57	87,493 57	5,008 54	45,796 46
33	Henry	78,950 83	53,609 32	65,742 40	.....	7,533 97	5,026 26	210,862 78	115,350 07	8,048 19	87,464 52
34	Howard	82,494 23	58,212 47	70,684 81	.....	10,774 88	2,710 26	224,876 65	114,626 06	7,905 92	102,344 67
35	Huntington	75,082 98	51,030 10	63,149 67	.....	10,097 66	4,904 67	204,265 08	123,780 06	5,365 89	75,119 13
36	Jackson	46,199 14	32,666 84	47,673 25	4,740 16	7,522 87	1,279 93	140,082 19	83,867 71	6,095 97	50,118 51
37	Jasper	44,618 72	28,063 93	35,736 54	.....	6,971 96	1,739 24	117,130 39	67,386 85	4,098 87	45,644 67
38	Jay	53,089 00	39,133 97	46,151 45	.....	6,165 16	6,687 31	151,226 89	91,791 22	4,701 84	54,733 83
39	Jefferson	33,905 70	25,538 08	34,526 87	3,067 85	3,144 10	916 88	101,099 48	651,777 38	78 50	35,843 60
40	Jennings	27,210 97	18,895 32	24,789 02	4,071 65	4,606 58	1,912 85	81,846 39	49,319 63	3,955 07	28,211 69
41	Johnson	46,856 88	35,150 00	42,341 61	.....	7,777 21	7,951 59	140,077 29	84,228 51	5,075 20	50,773 58
42	Knox	97,562 20	73,319 41	81,858 22	.....	3,814 18	4,377 20	260,931 21	164,089 90	4,565 97	92,275 34
43	Kosciusko	81,851 89	47,757 87	59,833 74	.....	9,878 36	9,354 77	208,676 63	115,524 89	13,439 88	79,711 86
44	Lagrange	42,511 78	28,458 91	34,438 29	.....	5,769 27	6,610 48	117,788 73	66,224 13	3,487 75	48,076 85
45	Lake	245,660 74	225,629 01	313,568 72	.....	4,103 01	16,498 08	805,459 56	535,481 14	2,826 24	267,152 18
46	Laporte	144,971 11	82,153 49	93,603 96	.....	7,584 85	6,364 66	334,678 07	195,997 46	7,701 65	130,978 96
47	Lawrence	59,770 38	46,970 84	57,347 34	2,228 26	7,486 77	2,580 69	176,384 28	113,791 24	5,875 57	56,717 47
48	Madison	137,247 95	97,357 71	129,555 32	.....	14,861 91	5,678 01	384,700 90	227,462 74	7,001 66	150,236 50
49	Marion	79,192 63	*414,235 69	*68,768 94	.....	11,524 65	18,485 25	592,207 16	511,764 39	3,325 74	77,117 03
50	Marshall	61,370 20	41,266 29	51,141 52	.....	12,836 99	4,856 40	171,471 40	98,266 15	9,118 40	64,086 85
51	Martin	17,926 18	14,475 24	18,260 13	6,659 08	1,412 75	585 99	59,319 37	41,160 52	.....	18,158 85
52	Miami	80,875 49	46,755 11	60,352 73	.....	8,078 51	8,333 12	204,394 96	116,097 18	7,309 71	80,988 07
53	Monroe	45,008 57	35,900 21	43,154 46	6,265 10	6,419 68	1,669 55	138,417 57	91,017 39	1,804 73	45,595 45
54	Montgomery	65,834 34	58,781 95	71,433 84	.....	8,275 77	11,469 89	215,795 79	150,617 82	1,045 81	64,132 16
55	Morgan	35,553 47	37,022 89	43,373 95	24 00	9,162 36	11,916 53	137,053 20	100,447 39	5,494 77	31,111 04
56	Newton	40,278 52	21,854 28	26,967 11	.....	6,035 67	3,929 31	99,064 89	53,576 49	6,130 27	39,358 13

TUTION REVENUE, 1915-1916.

COUNTIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	A. Amount on Hand July 31, 1915.	B. Amount Apportioned to Corporation January, 1916.	C. Amount Apportioned to Corporations July, 1916.	D. Amount Received from State to Enable Schools to Complete the Term.	E. Amount of Revenue for Tuition Received from Transfers Since July 31, 1915.	F. Miscellaneous Receipts Since July 31, 1915.	G. Total Revenue for Tuition	H. Amount Expended for Teaching Since July 31, 1915.	I. Amount Expended for Transfers.	J. Amount on Hand July 31, 1916. Including any Amount Due Corporations Still in County Treasury.
57	Noble	$68,874 38	$36,200 41	$53,077 87	.....	$6,650 89	$2,695 19	$167,498 74	$92,427 75	$7,453 32	$67,617 67
58	Ohio	8,435 65	5,440 56	6,954 86	$141 98	1,615 47	305 93	22,894 45	13,654 67	1,315 23	7,924 55
59	Orange	25,307 55	22,836 30	26,745 35	6,238 30	6,191 87	6,622 08	93,941 45	65,609 43	2,588 98	25,743 04
60	Owen	21,216 31	18,859 19	22,702 62	4,395 07	3,976 89	976 08	72,126 16	48,669 58	1,828 12	21,628 46
61	Parke	50,774 84	33,383 41	41,883 34	.....	5,195 16	2,401 23	133,637 98	75,482 12	9,586 41	48,569 45
62	Perry	33,305 52	21,307 93	26,462 85	16,079 36	1,546 40	1,939 86	100,641 92	68,535 11	50 00	32,056 81
63	Pike	27,531 15	23,114 63	28,390 61	3,193 41	3,733 64	649 74	86,613 18	55,433 49	1,816 63	29,363 06
64	Porter	78,291 84	38,664 24	51,061 21	.....	7,697 09	3,491 63	179,206 01	103,300 79	3,528 19	72,377 03
65	Posey	59,533 45	39,704 50	47,713 57	.....	9,310 36	3,833 17	160,094 75	89,312 30	9,122 37	61,660 08
66	Pulaski	32,501 54	25,486 45	30,742 73	.....	4,784 01	1,249 91	94,764 64	60,304 28	438 25	34,022 11
67	Putnam	47,866 02	35,697 21	44,613 15	.....	10,677 90	5,341 97	144,196 25	90,860 51	5,929 64	47,406 10
68	Randolph	70,246 00	54,184 38	64,824 72	.....	4,218 25	4,561 45	198,034 80	115,478 87	4,200 66	78,355 27
69	Ripley	38,936 64	27,364 43	29,474 46	.....	8,874 59	2,890 59	107,540 71	58,768 48	6,303 71	42,468 52
70	Rush	47,774 55	33,050 98	43,036 23	.....	5,379 54	2,048 49	131,289 79	85,786 55	3,773 58	41,729 66
71	Scott	12,704 53	11,300 96	13,303 93	193 70	2,246 42	226 54	39,976 08	24,530 04	1,161 80	14,284 24
72	Shelby	81,158 73	46,569 70	58,721 49	.....	8,979 65	3,052 20	198,481 77	110,794 08	5,790 88	81,896 81
73	Spencer	38,377 96	29,897 18	35,230 45	4,457 64	7,596 74	1,076 39	116,636 36	73,723 14	4,204 40	38,708 82
74	Starke	27,641 86	20,737 87	30,219 50	.....	3,379 76	864 87	*82,843 86	49,365 89	3,216 33	30,261 64
75	St. Joseph	134,791 57	153,825 21	177,735 62	.....	13,856 60	52,038 91	532,247 91	382,214 17	4,414 73	145,619 01
76	Steuben	35,397 27	24,016 95	28,642 76	.....	7,174 47	1,500 43	96,731 88	58,773 31	4,302 15	33,656 42

77	Sullivan	68,485 02	52,233 24	63,424 11	.....	7,519 15	3,018 46	194,679 98	116,505 33	4,122 22	74,052 43
78	Switzerland	13,578 14	10,977 84	13,633 20	8,400 27	3,530 78	684 53	50,804 76	34,734 05	1,150 81	14,919 90
79	Tippecanoe	113,567 83	91,337 22	101,519 65	.....	5,948 34	10,846 29	323,219 33	193,586 94	6,135 90	123,496 49
80	Tipton	43,171 17	26,444 92	32,082 29	.....	6,984 01	2,235 01	110,917 40	64,252 86	8,795 41	37,869 13
81	Union	20,057 19	12,764 89	15,796 51	.....	4,113 32	1,596 18	54,328 09	31,051 49	47 60	23,229 00
82	Vanderburgh	152,618 61	144,886 69	167,451 24	.....	10,371 55	14,027 56	489,355 65	315,117 22	4,973 98	169,264 45
83	Vermillion	61,313 51	42,025 03	55,952 94	74 40	8,017 80	4,737 07	172,120 75	100,319 69	2,703 62	69,097 44
84	Vigo	142,535 08	164,519 36	218,026 69	.....	7,719 85	21,386 42	554,187 40	397,529 50	2,561 39	154,096 51
85	Wabash	57,405 68	53,508 53	64,326 85	.....	4,357 32	11,093 25	190,691 63	117,629 12	1,212 38	71,850 13
86	Warren	48,226 41	19,699 34	26,053 00	.....	6,038 06	4,607 00	101,623 81	49,833 61	7,198 85	47,591 35
87	Warrick	34,204 53	32,818 92	37,119 62	8,917 15	7,844 61	4,564 28	125,469 11	83,699 38	1,468 72	40,301 01
88	Washington	34,417 44	25,148 34	28,721 89	6,067 07	3,813 56	4,925 69	103,093 99	68,617 00	1,118 44	33,358 55
89	Wayne	90,284 21	73,268 88	90,531 77	.....	12,509 49	12,953 08	279,547 43	169,626 63	6,250 64	103,670 16
90	Wells	51,742 00	40,336 40	44,882 41	.....	8,584 00	2,065 67	147,610 48	82,872 96	5,866 93	58,870 59
91	White	58,859 95	31,734 30	41,032 65	.....	12,638 51	6,360 27	150,625 68	82,267 11	10,167 93	58,190 64
92	Whitley	52,634 90	28,605 11	34,122 99	.....	12,416 40	2,873 82	130,653 22	72,258 25	6,114 83	52,280 14
	Total	$5,677,026 87	$4,560,070 14	$5,211,094 04	$145,931 86	$690,518 24	$486,366 48	$16,771,007 63	$10,390,380 99	$452,890 69	$5,927,735 95

*Does not correspond with report of County Auditor.

SPECIAL SCHOOL REVENUE, 1914-1915.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1914.	L. Amount Received Since July 31, 1914, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
1	Adams	$48,866 98	$64,512 58	$2,818 22	$9,557 50	$125,755 28	$9,025 98	$2,804 00
2	Allen	218,141 98	241,555 76	4,907 01	31,820 00	496,424 75	157,119 52	4,000 00
3	Bartholomew	38,383 42	54,914 48	5,280 59	1,665 00	100,243 49	8,206 31	2,517 27
4	Benton	23,116 90	57,717 99	5,670 06	10,742 58	97,247 53	2,491 79	707 00
5	Blackford	9,197 27	32,088 72	1,409 55	5,294 20	47,989 74	5,181 98	1,500 00
6	Boone	55,757 24	91,516 94◆	4,851 52	22,229 00	174,354 70	35,557 87	1,450 06
7	Brown	6,010 99	8,340 84	695 24	1,930 00	16,977 07	2,882 38	.....
8	Carroll	25,441 36	43,743 77	2,866 13	25,710 00	97,761 26	1,142 02	875 90
9	Cass	75,500 26	109,020 05	4,639 74	17,525 00	206,685 05	54,443 77	4,243 75
10	Clark	28,508 89	47,249 55	380 40	6,800 00	82,938 84	1,632 25	1,800 00
11	Clay	33,034 74	73,151 67*	5,749 61	23,071 97	135,007 99	3,311 47	3,004 92
12	Clinton	107,107 44	111,500 27	5,201 10	50,049 00	273,857 81	80,823 14	2,000 00
13	Crawford	8,037 30	14,044 24	4,244 19	1,665 66	27,991 39	1,863 91	350 00
14	Daviess	29,773 00	60,702 12	11,824 86	19,300 00	121,599 98	33,056 34	2,990 00
15	Dearborn	18,240 79	34,663 40	804 23	3,700 00	57,408 42	3,411 49	3,428 50
16	Decatur	44,202 42	67,205 12	7,034 04	4,060 00	122,501 58	26,695 76	2,100 00
17	Dekalb	32,968 70	50,681 23	8,130 05	23,592 50	115,372 48	27,067 68	1,775 09
18	Delaware	108,698 29	147,950 25	6,254 35	45,223 77	308,126 66	61,500 76	3,631 60
19	Dubois	12,684 28	23,391 80	779 31	7,350 00	44,205 39	9,263 98	1,601 07
20	Elkhart	42,608 52	154,091 65	8,828 44	44,754 41	250,283 02	42,307 98	5,730 24
21	Fayette	19,354 62	46,572 92	3,694 67	38,200 00	107,822 21	19,973 47	2,930 60
22	Floyd	32,827 65	33,274 06	31,518 82	53,915 75	151,536 28	10,991 42	2,400 00
23	Fountain	23,428 56	66,639 80	868 06	18,043 35	108,979 77	6,338 15	405 55
24	Franklin	10,421 75	22,773 09	3,707 88	9,540 00	46,442 72	2,571 96	.....

25	Fulton	26,449 65	72,170 34	5,130 69	19,620 70	123,371 38	18,051 63	2,430 00
26	Gibson	33,377 64	66,334 62	3,723 48	18,300 00	121,735 74	25,557 63	5,129 76
27	Grant	91,699 61	113,751 12	4,739 03	18,195 98	228,385 74	54,853 46	6,500 00
28	Greene	30,572 40	65,288 01	6,022 97	37,056 13	138,939 51	22.663 78	2,032 50
29	Hamilton	42,558 68	68,345 82	5,865 80	19,874 00	136,644 30	5,216 08	6,743 81
30	Hancock	27,515 26	55,877 47	4,558 48	8,352 81	96,304 02	3,595 46	1,621 50
31	Harrison	21,099 08	24,109 59	10,599 23	19,439 96	75,247 86	29,996 17	13 90
32	Hendricks	77,178 69	67,281 53	6,156 47	65,747 00	216,363 69	37,513 10	2,339 68
33	Henry	56,440 29	115,163 30	8,573 51	59,859 68	240,036 78	65,815 37	4,115 31
34	Howard	205,123 31	115,906 77‡	3,216 81	20,590 00	344,836 89	163,821 59	2,400 00
35	Huntington	55,490 76	92,568 20	7,529 80	18,780 67	174,369 43	28,041 32	5,797 25
36	Jackson	26,066 03	44,985 89	7,922 79	14,201 47	93,176 18	24,013 88	3,997 00
37	Jasper	23,134 07	44,224 17	4,276 72	15,358 28	86,993 24	15,945 16	519 50
38	Jay	34,813 77	62,233 66	8,316 39	30,328 49	135,692 31	23,938 36	4,147 50
39	Jefferson	25,773 64	35,536 15	301 25	12,925 00	74,536 04	11,840 90	750 00
40	Jennings	11,905 00	25.221 51	3,877 35	4,395 00	45,398 86	5,800 35	764 50
41	Johnson	37,374 22	73,743 88	3,071 91	19,705 07	133,895 08	3,554 18	2,932 46
42	Knox	44,320 51	136,314 88	1,152 50	42,085 87	223,873 76	35,488 96	2,763 33
43	Kosciusko	113,333 85	99,397 47	6,843 39	32,827 74	252,402 45	69,577 23	1,624 60
44	Lagrange	39,141 91	50,722 23	2,837 59	20,809 92	113,511 65	35,469 71	530 00
45	Lake	346,904 72	569,112 68†	10,259 65	254,023 92	1,180,300 97 **544 02 283,551 74	232,844 48	18,276 51
46	Laporte	95,513 97	154,539 75	7,041 84	27,000 20	82,600 80	57,081 51	6,022 70
47	Lawrence	18,981 94	52,393 10	3,125 16	8,100 60	249,869 27	9,076 30	3,577 76
48	Madison	44,819 45	155,344 80	10,005 02	39,700 00		44,200 91	13,492 22
49	Marion	407,031 27	1,598,180 12	30,931 86	196,496 71	2,232,639 96	409,403 96	139,686 25
50	Marshall	27,619 89	64,297 45	3,290 99	51,107 08	146,315 41	22,422 93	2,970 00
51	Martin	11,160 27	16,675 69	1,036 95	950 82	29,823 73	1,894 78	1,086 25
52	Miami	67,719 20	85,195 87	35,604 72	5,945 00	194,464 79	72,253 37	2,000 00
53	Monroe	20,393 96	59,623 18	18,804 10	36,628 00	135,449 24	27,068 42	6,645 25
54	Montgomery	68,873 62	128,193 95	10,906 19	41,034 79	249,008 55	20,368 29	2,950 00
55	Morgan	41,673 80	57,147 42	2,292 82	16,596 75	117,710 79	54,105 36	437 56
56	Newton	21,517 16	36,356 51	17,478 45	11,698 50	87,050 62	23,361 18	1,893 90

*Does not include $597.98 given by auditor which was paid to Civil town of Clay City.
•A difference of $6.15 is explained by the fact that this amount was entered in another Column on the County Superintendent's report.
‡This amount is less than the auditor's amount by $1423.58 which amount was left in the treasury on account of litigation.
†This amount is less than than the auditor's report by $539.10 the amonnt paid to field examiners.
**Kindergarten tax transferred to tuition.

SPECIAL SCHOOL REVENUE, 1914-1915—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
57	Noble	$61,419 11	$72,476 08	$5,153 69	$26,123 00	$165,171 88	$27,525 55	$2,500 00
58	Ohio	6,423 75	5,959 61	325 00	.....	12,708 36	17 55	366 40
59	Orange	30,441 14	40,347 85	2,415 20	4,247 08	77,451 27	6,479 83	3,187 50
60	Owen	34,956 88	27,513 80	5,085 01	5,950 00	73,505 69	32,455 47	1,790 00
61	Parke	32,493 79	56,221 19	4,095 39	6,730 00	99,540 37	4,062 72	1,080 00
62	Perry	10,569 20	18,936 16	315 83	510 00	30,331 19	1,393 29	330 00
63	Pike	13,120 16	25,014 18	788 00	100 00	39,022 34	1,876 72	1,250 00
64	Porter	55,926 04	73,506 33	3,845 45	10,400 00	143,677 82	27,358 42	.....
65	Posey	32,882 61	56,949 96	5,302 92	5,100 00	100,235 49	1,860 73	2,900 00
66	Pulaski	37,309 11	39,252 05	8,802 98	2,694 00	88,058 14	37,952 81	.....
67	Putnam	30,550 81	48,858 72	3,661 92	14,749 85	97,821 30	8,762 85	1,983 34
68	Randolph	42,528 87	131,600 38	7,647 46	49,273 95	231,500 66	21,916 33	5,975 00
69	Ripley	13,238 19	26,149 03	1,110 41	1,275 00	41,772 63	2,432 69	863 50
70	Rush	71,036 61	91,329 74	4,521 22	59,810 21	226,697 78	98,168 35	2,644 68
71	Scott	3,594 05	16,193 81	847 21	875 00	21,510 07	440 33	825 00
72	Shelby	62,698 38	82,705 92	3,635 73	4,095 75	153,135 78	27,664 82	2,300 00
73	Spencer	14,305 27	25,872 03	2,723 04	2,342 49	45,242 83	5,128 91	1,531 32
74	Starke	11,862 65	43,453 22	2,889 73	23,544 00	81,749 60	23,832 35	1,299 00
75	St. Joseph	91,809 03	322,669 52	20,358 53	47,900 00	482,737 08	89,158 03	8,276 26
76	Steuben	14,111 07	36,449 69	2,489 20	24,419 45	77,469 41	10,537 04	196 00
77	Sullivan	70,683 04	79,590 75	2,319 18	41,303 00	193,895 97	42,784 51	2,838 33
78	Switzerland	3,084 11	12,381 18	140 76	1,275 00	16,881 05	337 21	.....
79	Tippecanoe	57,567 54	207,018 28	8,206 40	86,491 49	359,283 71	108,131 08	4,300 00
80	Tipton	36,558 07	60,981 78	2,036 53	6,235 00	105,811 38	7,920 00	.....

81	Union	9,775 15	25,140 54	621 47	8,124 00	43,661 16	6,032 82	850 00
82	Vanderburgh	33,457 08	226,172 78	296,151 95	103,907 56	659,689 37	209,260 26	18,965 60
83	Vermillion	43,215 37	68,810 57	1,474 50	7,900 00	121,400 44	15,524 90	3,200 00
84	Vigo	120,845 42	252,969 88	16,616 22	84,060 31	474,491 83	72,345 97	7,100 00
85	Wabash	49,620 86	126,991 28	22,860 98	111,944 05	311,417 17	61,583 32	4,410 00
86	*Warren	25,548 63	34,423 10	2,742 17	7,575 00	70,288 90	7,741 47	667 50
87	Warrick	22,467 33	28,688 17	319 51	2,275 00	53,750 01	628 99	2,654 46
88	Washington	16,899 05	28,003 09	3,388 44	2,688 01	50,978 59	6,411 17	156 00
89	Wayne	33,474 17	174,101 26	3,191 51	50,837 50	261,604 44	29,287 67	5,303 27
90	Wells	29,656 55	57,839 00	11,568 86	800 00	99,864 41	5,704 94	1,800 00
91	White	47,821 48	61,529 85	8,603 49	5,678 75	123,633 57	24,039 88	4,110 68
92	Whitley	19,192 47	53,649 23	509,63	23,077 50	96,428 83	10,513 55	1,775 00
	Total	$4,539,034 01	$8,803,289 44	$854,417 50	$2,497,787 78	$16,694,528 73	$3,298,969 72	$405,865 39

*Auditor reports $402.83 not in Column L, Form 12A for West Lebanon, which amount was distributed to the civil corporation to be used for paying bonds; also West Lebanon has been partially consolidated with Pike Township.

SPECIAL SCHOOL REVENUE, 1914-1915—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1915.
1	Adams	$1,860 18	$1,779 00	$1,287 35	$3,751 68	$28,928 20	$36,531 97	$85,968 36	$39,786 92
2	Allen	4,170 91	23 07	3,643 65	3,330 18	69,479 03	120,363 98	362,130 34	134,294 41
3	Bartholomew	2,192 09	1,023 45	7,653 35	2,374 32	5,809 50	27,301 84	57,078 13	43,165 36
4	Benton	3,292 51	2,192 09	9,596 05	393 00	13,535 00	39,230 55	71,437 99	25,809 54
5	Blackford	1,005 74	.....	2,749 55	1,874 20	888 24	24,339 06	37,538 77	10,450 97
6	Boone	2,760 06	553 89	13,774 60	4,699 32	8,874 03	40,787 44	108,457 27	65,897 43
7	Brown	1,482 84	1,106 79	.....	128 00	1,742 09	5,624 69	12,966 79	4,010 28
8	Carroll	2,288 12	1,731 32	7,895 16	1,799 32	5,947 38	27,400 56	49,079 78	48,681 48
9	Cass	2,250 38	.....	11,184 80	1,293 56	20,643 00	68,653 83	162,713 09	43,971 96
10	Clark	2,283 91	4,013 57	1,123 40	866 56	14,243 43	31,695 07	57,658 19	25,280 65
11	Clay	2,481 59	681 70	2,989 80	3,042 07	27,285 11	50,320 69	93,117 35	41,890 64
12	Clinton	3,132 16	3,865 94	16,521 81	2,081 75	32,349 33	49,085 57	189,859 70	83,998 11
13	Crawford	1,343 34	.....	.....	140 06	6,742 02	6,872 56	17,311 89	10,679 50
14	Daviess	2,388 78	352 00	5,878 10	642 00	14,273 27	28,720 20	88,300 69	33,299 29
15	Dearborn	1,573 86	311 67	2,348 66	2,575 37	5,022 50	19,127 64	37,799 69	19,608 73
16	Decatur	2,608 07	.....	15,090 94	1,259 32	8,480 00	42,660 23	98,894 32	23,607 26
17	Dekalb	1,699 81	.....	5,390 15	4,998 24	15,917 46	29,178 01	86,026 44	29,346 04
19	Delaware	4,205 25	2,991 50	25,373 86	3,362 06	43,972 42	82,003 14	227,040 59	81,086 07
19	Dubois	1,631 11	53 35	.....	206 00	5,305 67	14,231 79	32,292 97	11,912 42
20	Elkhart	2,838 87	240 32	12,123 44	784 53	34,313 97	80,276 62	178,615 97	71,667 05
21	Fayette	1,292 45	4,147 53	5,397 68	432 60	10,480 41	30,029 30	74,684 04	33,138 17
22	Floyd	943 67	.....	1,048 50	.....	22,621 27	40,609 25	78,614 11	72,922 17
23	Fountain	2,455 85	2,571 68	20,721 51	865 00	16,960 40	30,374 95	80,693 09	28,286 68
24	Franklin	1,774 87	1,802 00	5,910 62	1,580 00	1,869 10	10,169 27	25,677 82	20,764 90

25	Fulton	1,960 74	.....	10,203 40	1,097 77	18,663 60	36,313 75	88,720 89	34,650 49
26	Gibson	3,664 94	650 00	4,308 19	1,179 78	18,152 33	34,893 48	93,536 11	28,199 63
27	Grant	3,245 28	3,025 78	4,433 95	3,677 11	25,115 68	73,900 02	174,751 28	53,634 46
28	Greene	3,554 28	3,435 43	2,643 63	774 74	21,157 52	37,660 83	93,922 71	45,016 80
29	Hamilton	2,297 01	852 90	12,495 88	3,625 26	12,084 67	55,525 78	98,841 39	37,802 91
30	Hancock	2,323 92	2,474 55	12,881 05	1,063 50	15,656 34	29,686 81	69,303 13	27,000 89
31	Harrison	2,370 87	2,062 57	287 06	86 00	7,648 47	18,575 08	61,040 06	14,207 80
32	Hendricks	6,934 20	2,785 02	12,318 50	5,193 32	52,360 94	56,832 18	176,276 94	40,086 75
33	Henry	2,767 09	3,120 00	18,651 60	1,466 13	38,852 73	43,824 67	178,612 90	61,423 88
34	Howard	2,198 96	.....	10,016 60	2,043 70	53,658 43	49,210 04	283,349 32	61,487 57
35	Huntington	2,392 77	3,579 84	2,884 00	2,596 44	18,381 67	50,392 94	114,066 23	60,303 20
36	Jackson	2,201 45	722 33	5,664 87	299 69	15,082 16	22,947 29	74,928 67	18,247 51
37	Jasper	1,853 98	.....	8,391 69	4,026 50	13,276 95	25,013 02	69,026 80	17,966 44
38	Jay	2,588 54	3,256 40	5,223 45	1,436 25	28,381 61	37,017 62	105,989 73	29,702 58
39	Jefferson	1,943 97	540 00	4,586 80	2,083 28	9,585 50	16,720 82	48,051 27	26,484 77
40	Jennings	1,814 63	3,526 04	1,041 00	1,879 15	8,846 50	11,335 93	35,008 10	10,390 76
41	Johnson	2,130 09	2,262 40	9,151 06	13,981 37	28,263 74	41,524 43	103,799 73	30,095 35
42	Knox	3,222 43	6,659 18	17,042 79	612 62	50,378 03	64,391 90	180,559 24	43,314 52
43	Kosciusko	3,378 51	.....	20,103 73	5,445 75	49,634 23	45,827 65	195,591 70	56,810 75
44	Lagrange	2,618 84	1,534 30	10,808 81	900 61	12,542 79	26,537 25	90,942 31	22,569 34
45	Lake	2,562 01	11,432 63	23,192 20	500 47 544 02 1,766 32	231,364 16	274,581 36 544 02 72,577 40	794,753 82 544 02 198,752 02	385,547 15 84,799 72
46	Laporte	3,146 24	419 13	9,753 91	1,065 44	47,984 81	10,692 26	28,234 72	58,296 77	24,304 03
47	Lawrence	2,949 50	956 79	1,744 00	4,993 62	10,692 26	32,062 75	87,417 90	196,620 87	53,248 40
48	Madison	3,208 85	5,081 97	6,162 65						
49	Marion	4,909 45	455,773 61	14,878 25	3,910 86	104,535 84	668,830 17	1,801,928 39	430,711 57
50	Marshall	2,341 57	220 58	5,916 72	4,864 72	25,145 06	35,508 41	99,3 9 99	46,925 42
51	Martin	1,465 30	789 54	306 50	1,598 60	4,248 75	7,627 85	19,017 57	10,806 16
52	Miami	3,373 36	1,290 42	7,176 80	1,639 42	25,433 07	51,020 68	164,187 12	30,277 67
53	Monroe	2,336 41	1,653 38	.....	2,951 30	14,424 62	41,865 35	96,944 73	38,504 51
54	Montgomery	3,464 15	3,622 69	30,052 18	610 84	56,101 56	58,637 66	175,807 37	73,201 18
55	Morgan	2,407 20	553 00	5,475 60	2,316 96	8,549 34	31,798 15	105,643 17	12,067 62
56	Newton	1,232 15	1,818 47	3,455 10	2,133 46	3,875 10	24,005 86	61,775 22	25,275 40

SPECIAL SCHOOL REVENUE, 1914-1915—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditurres.	Y. Amount on Hand July 31, 1915.
57	Noble	$2,241 02	$5,552 22	$7,788 47	$2,056 19	$26,125 32	$40,484 61	$114,273 38	$50,898 50
58	Ohio	287 38	48 83	399 04	135 22	1,113 50	3,891 47	6,259 39	6,448 97
59	Orange	1,457 32	636 23	3,928 15	3,257 00	14,261 62	16,095 88	49,303 53	28,147 74
60	Owen	1,677 19	716 64	1,820 90	2,044 10	6,799 40	13,870 03	61,173 73	12,331 96
61	Parke	2,706 41	1,032 00	11,751 35	1,929 53	14,221 61	31,787 67	68,571 29	30,969 08
62	Perry	1,878 32	560 00	.....	297 00	2,597 04	13,071 27	20,126 92	10,204 27
63	Pike	2,167 53	830 77	394 80	1,473 00	4,588 50	13,014 54	25,595 86	13,426 48
64	Porter	3,465 16	649 50	10,715 75	1,295 25	20,431 16	38,297 77	102,213 01	41,464 81
65	Posey	2,429 10	986 51	5,510 64	2,743 25	26,608 76	23,365 49	66,404 48	33,831 01
66	Pulaski	2,268 03	.....	8,427 90	655 25	8,648 71	17,718 02	75,670 72	12,387 42
67	Putnam	2,236 97	5,111 36	8,296 53	768 75	18,412 80	25,425 43	70,998 03	26,823 27
68	Randolph	2,811 10	8,694 42	27,609 27	619 05	58,336 09	65,038 72	190,999 98	40,050 68
69	Ripley	2,045 80	560 92	1,263 01	1,694 00	4,110 00	13,036 24	26,006 16	15,766 47
70	Rush	2,562 72	897 76	15,511 31	3,115 34	26,672 41	36,975 16	186,547 73	40,150 05
71	Scott	832 11	868 39	1,572 95	296 50	5,918 48	6,878 24	17,632 00	3,878 07
72	Shelby	2,831 23	3,395 04	10,822 70	2,445 57	34,980 35	33,291 57	117,731 28	35,404 50
73	Spencer	2,165 45	987 50	1,508 15	3,046 09	3,417 83	15,324 65	33,109 90	12,132 93
74	Starke	1,713 53	2,740 50	6,601 95	246 00	13,203 25	20,050 71	69,687 29	12,062 31
75	St. Joseph	2,761 07	20,429 08	4,485 65	1,194 63	120,016 47	144,645 53	390,966 72	91,770 36
76	Steuben	1,317 97	1,477 97	6,684 47	1,007 64	13,795 70	19,899 34	54,916 13	22,553 28
77	Sullivan	2,303 12	.....	9,783 35	.....	15,218 00	62,816 56	135,743 87	58,152 10
78	Switzerland	1,321 21	2,185 66	383 00	1,806 40	2,723 50	5,562 49	14,319 47	2,561 58
79	Tippecanoe	3,429 06	1,463 10	31,243 87	3,667 58	43,226 03	88,876 22	284,336 94	74,946 77
80	Tipton	2,002 21	.....	4,866 65	252 00	14,829 18	25,669 57	55,539 61	50,271 77

81	Union	1,123 27	1,787 57	4,967 00	1,500 50	5,080 10	9,015 23	30,356 49	13,304 67
82	Vanderburgh	2,372 72	34,944 09	2,854 75	125 79	18,180 00	130,646 53	417,349 74	242,339 63
83	Vermillion	2,603 53	6,705 46	8,808 26	230 00	21,266 92	34,477 03	92,816 10	28,584 34
84	Vigo	4,614 15	4,633 39	5,048 80	3,135 06	65,459 04	170,273 35	332,609 76	141,882 07
85	Wabash	3,198 74	6,725 36	23,200 95	1,473 63	54,304 68	52,356 81	207,253 49	104,163 68
86	Warren	1,774 26	.....	7,837 68	1,647 48	8,121 34	16,909 74	44,699 47	25,589 43
87	Warrick	2,211 29	461 75	778 42	833 13	6,434 63	19,586 21	33,588 88	20,161 13
88	Washington	2,092 28	254 93	1,742 67	4,569 70	4,130 30	14,213 71	33,570 76	17,407 83
89	Wayne	2,157 32	1,350 00	25,035 25	2,889 49	52,773 46	90,943 32	209,739 78	51,864 66
90	Wells	2,963 65	1,021 00	5,694 37	1,607 00	12,478 75	46,021 46	77,291 17	22,573 24
91	White	2,192 43	3,849 45	10,925 95	1,058 58	9,349 03	33,889 87	89,415 87	34,217 70
92	Whitley	1,724 55	198 00	7,661 57	3,350 90	13,781 40	27,837 05	66,842 02	29,586 81
	Total	$222,754 31	$675,295 22	$744,880 42	$182,766 72	$2,249,439 40	$4,517,626 72	$12,297,597 90	$4,396,930 83

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNSHIPS.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
1	Adams	$15,273 15	$39,918 65	$867 61	$6,734 32	$62,793 73	$2,876 12	.....
2	Allen	26,712 68	68,003 39	1,314 52	32,012 83	128,043 42	26,966 55	.....
3	Bartholomew	26,024 75	34,052 66	4,666 36	18,368 00	83,111 77	1,263 62	$304 00
4	Benton	23,520 71	58,785 81	3,116 24	24,790 62	110,213 38	3,022 22	316 66
5	Blackford	6,753 42	17,181 59	1,484 03	.....	25,419 04	3,496 25	.....
6	Boone	37,632 25	70,881 00	1,732 43	22,300 00	132,545 68	24,723 61	.....
7	Brown	3,587 46	7,694 69	.....	.....	11,282 15	1,211 56	.....
8	Carroll	25,288 42	43,459 71	1,173 63	16,816 50	86,738 26	4,371 57	.....
9	Cass	26,748 86	57,333 47	5,557 95	75,000 00	164,640 28	58,227 13	578 00
10	Clark	8,717 53	22,964 88	1,284 91	30,100 00	63,067 32	28,867 47	228 46
11	Clay	24,788 63	42,021 97	906 86	7,625 00	75,342 46	6,954 66	.....
12	Clinton	58,887 45	76,502 21	5,377 76	10,300 00	151,067 42	11,339 36	.....
13	Crawford	6,900 26	8,761 03	1,471 42	598 75	17,731 46	893 26	.....
14	Daviess	24,160 72	42,132 34	2,625 86	6,152 33	75,071 25	8,085 39	.....
15	Dearborn	8,424 95	15,566 51	295 81	300 00	24,587 27	403 76	.....
16	Decatur	18,089 37	43,549 97	813 19	3,475 00	65,927 53	2,577 86	.....
17	Dekalb	13,282 08	32,994 40	3,198 29	6,300 00	55,774 77	5,753 99	.....
18	Delaware	30,381 20	90,597 52	7,727 67	33,376 60	162,082 99	4,884 91	1,036 63
19	Dubois	8,709 50	13,442 43	2,169 24	13,300 00	37,621 17	16,115 92	81 00
20	Elkhart	30,508 65	52,303 19	3,683 54	8,402 50	94,897 88	15,560 00	.....

21	Fayette	6,429 46	22,601 66	5,758 43	5,800 00	40,589 55	3,490 09	243 20
22	Floyd	11,889 86	8,482 50	2,243 84	.....	22,616 20	8,518 18	.....
23	Fountain	21,901 28	53,865 58	1,028 19	4,350 00	81,145 05	3,159 66	.....
24	Franklin	18,644 24	19,799 28	110,08	2,600 00	41,153 60	13,795 59	.....
25	Fulton	28,290 00	72,855 31	11,274 64	44,600 00	157,019 95	23,883 72	.....
26	Gibson	21,711 24	42,647 20	1,666 58	70,526 00	136,551 02	42,494 63	1,649 00
27	Grant	20,940 12	48,336 23	16,103 25	7,475 67	92,855 27	7,215 42	1,011 50
28	Greene	33,169 79	44,720 00	20,330 93	22,809 42	121,030 14	35,634 70	....
29	Hamilton	32,091 02	56,701 33	8,627 71	1,700 00	99,120 06	9,105 73	1,517 25
30	Hancock	22,445 63	55,019 34	890 65	2,000 00	80,355 62	1,968 23	337 50
31	Harrison	12,851 49	19,500 23	1,905 03	9,214 18	43,470 93	15,089 87	.....
32	Hendricks	39,137 54	75,472 03	20,820 53	34,064 13	169,494 23	32,184 16	.....
33	Henry	38,589 16	91,723 22	1,686 33	13,475 00	145,473 71	16,328 43	.....
34	Howard	24,208 43	48,173 86	2,488 14	51,900 00	126,770 43	14,292 07	.....
35	Huntington	36,045 17	48,892 61	27,260 78	27,017 83	139,216 39	26,729 21	134 00
36	Jackson	11,867 07	30,315 84	230 43	8,123 85	50,537 19	2,703 35	541 90
37	Jasper	13,924 24	35,311 95	1,639 36	.....	50,875 55	240 38	.....
38	Jay	21,581 08	41,506 94	3,182 98	9,700 00	75,971 00	5,148 43	50 00
39	Jefferson	14,124 36	24,189 45	445 00	3,450 00	42,208 81	3,847 45	.....
40	Jennings	6,576 80	17,632 87	871 98	15,236 96	40,318 61	16,789 97	.....
41	Johnson	16,341 67	51,277 16	6,128 42	40,086 10	113,833 35	394 00	90 00
42	Knox	32,144 71	90,011 96	4,971 03	34,337 36	161,465 06	16,239 60	1,936 84
43	Kosciusko	38,335 73	93,625 59	3,131 64	44, 400 00	179,492 96	26,588 86	.....
44	Lagrange	21,631 76	50,648 10	2,881 57	8,587 00	83,748 43	4,405 85	139 00
45	Lake	42,336 20	89,989 97	3,693 31	43,000 00	179,019 48	29,240 78	97 40
46	Laporte	36,096 15	80,524 25	5,011 10	126,462 60	248,094 10	119,097 90	240 00
47	Lawrence	15,965 27	26,328 31	1,795 51	23,850 00	67,939 09	19,308 22	.....
48	Madison	25,529 35	53,372 25	5,442 08	8,250 00	92,593 68	1,929 70	.....
49	Marion	65,194 87	138,414 53	43,524 09	10,967 94	258,101 43	11,190 48	1,195 50
50	Marshall	35,822 27	38,276 69	1,757 74	1,499 70	77,356 40	26,256 47	.....
51	Martin	7,074 53	10,724 95	661 23	.....	18,460 71	786 32	.....
52	Miami	19,662 88	55,928 95	15,560 83	46,000 00	137,152 66	22,763 02	.....
53	Monroe	18,568 39	17,819 89	2,378 90	3,373 00	42,140 18	17,134 99	.....
54	Montgomery	59,986 60	96,498 96	10,041 18	19,899 50	186,426 24	17,242 51	674 30
55	Morgan	11,217 28	35,841 39	13,142 98	13,168 65	73,370 30	5,477 83	260 00
56	Newton	16,711 68	27,799 11	769 74	1,792 94	47,073 47	1,724 71	.....

SPECIAL SCHOOL REVENUE, 1915-1916

TOWNSHIPS—Continued

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
57	Noble	$25,559 00	$53,255 00	$9,448 45	$7,500 00	$95,762 45	$13,553 10	.....
58	Ohio	2,224 68	1,991 08	.....	.....	4,215 76	100 00	.....
59	Orange	10,666 51	19,517 16	763 93	1,650 00	32,597 60	1,429 19	.....
60	Owen	7,217 27	24,156 92	2,653 26	18,976 61	53,004 06	18,610 30	$636 00
61	Parke	27,650 06	51,319 23	1,461 32	9,471 40	89,902 01	5,543 87	.....
62	Perry	4,622 68	10,834 73	657 55	.....	16,114 96	1,780 57	.....
63	Pike	10,874 37	22,022 39	803 00	2,350 00	36,049 76	2,402 28	120 93
64	Porter	34,071 40	57,803 48	6,529 93	16,200 00	114,604 81	18,302 91	.....
65	Posey	21,882 45	37,037 69	2,025 02	8,151 51	69,096 67	12,529 41	.....
66	Pulaski	11,046 65	42,814 48	22,900 36	5,800 00	82,561 49	27,375 00	.....
67	Putnam	18,429 10	32,471 27	1,858 69	8,509 18	61,268 24	2,257 57	17 65
68	Randolph	30,896 97	115,944 30	3,569 19	56,137 68	206,548 14	23,039 35	100 00
69	Ripley	7,603 51	17,412 82	2,322 05	11,420 00	38,758 38	11,253 27	58 30
70	Rush	31,037 44	73,238 57	18,591 16	29,129 75	151,996 92	16,213 57	.....
71	Scott	1,413 56	12,027 21	1,062 05	1,250 00	15,752 82	197 03	.....
72	Shelby	22,854 38	50,853 09	961 41	24,474 90	77,143 78	3,205 03	.....
73	Spencer	5,925 13	18,113 47	1,885 22	417 30	26,341 12	832 32	150 00
74	Starke	7,043 72	37,500 08	4,273 93	20,086 82	68,904 55	16,598 91	25 00
75	St. Joseph	17,946 25	49,051 57	1,425 10	39,449 02	107,871 94	12,018 45	70 80
76	Steuben	16,939 06	28,254 28	5,918 54	32,348 97	83,460 85	40,953 55	.....

77	Sullivan	46,636 60	58,002 08	5,899 98	58,100 00	168,638 66	38,200 00	330 00
78	Switzerland	1,666 39	9,521 62	16 50	1,100 00	12,304 51	625 77	.....
79	Tippecanoe	25,319 13	109,218 33	3,884 32	75,079 76	213,501 54	42,050 41	.....
80	Tipton	41,639 38	42,062 45	4,668 86	50,000 00	138,370 69	7,540 54	.....
81	Union	8,647 84	20,476 46	1,427 00	4,853 87	35,405 17	4,650 79	480 00
82	Vanderburgh	24,232 08	36,950 10	4,065 29	3,500 00	68,747 47	13,327 10	.....
83	Vermillion	12,917 17	44,043 12	3,831 67	55,147 87	115,939 83	10,399 06	.....
84	Vigo	55,480 70	77,250 44	8,468 83	11,361 56	152,561 53	35,846 09	.....
85	Wabash	75,515 03	95,992 76	5,543 41	64,703 60	241,754 80	53,992 17	1,052 00
86	Warren	20,140 10	31,762 90	1,970 32	37,154 00	91,027 32	33,346 49	.....
87	Warrick	12,977 90	22,741 90	202 42	11,923 65	47,845 87	4,142 74	.....
88	Washington	8,009 80	18,122 43	454 86	1,970 00	28,557 09	3,407 32	48 00
89	Wayne	36,787 72	83 233 27	1,672 91	9,845 00	131,538 90	8,192 19	897 00
90	Wells	19,156 75	41,656 87	3,001 46	14,215 54	78,030 62	3,730 61	.....
91	White	20,415 07	46,133 52	10,385 75	59,585 00	136,519 34	42,889 49	.....
92	Whitley	15,242 21	34,621 07	121 11	2,737 20	52,721 59	831 23	.....
	Total	$2,064,117 42	$4,180,385 05	$443,648 38	$1,808,270 47	$8,496,421 32	$1,361,363 37	$16,647 82

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNSHIPS—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
1	Adams	$2,125 52	.....	$1,208 15	$1,354 23	$20,769 17	$12,755 28	$41,088 47	$21,705 26
2	Allen	4,281 67	$4,280 80	5,813 05	1,955 71	26,309 87	25,117 21	94,724 86	33,318 56
3	Bartholomew	2,167 72	655 47	8,741 50	1,337 22	3,985 55	32,772 13	51,237 21	31,874 56
4	Benton	3,555 39	2,872 00	10,575 55	512 74	15,047 34	31,249 37	67,151 27	43,062 11
5	Blackford	1,119 40	103 20	3,151 70	2,123 29	2,229 79	6,279 84	18,503 47	6,915 57
6	Boone	2,688 91	2,258 76	12,280 10	5,354 84	18,314 07	23,293 54	88,913 83	43,631 85
7	Brown	1,209 22	204,74	.....	11 40	1,555 08	3,557 34	7,749 34	3,532 81
8	Carroll	2,180 93	80 00	11,376 49	3,805 89	12,375 15	18,994 98	53,185 01	33,553 25
9	Cass	2,365 83	2,667 25	10,681 95	2,065 13	10,359 67	29,164 95	116,109 91	48,530 37
10	Clark	2,224 95	.....	1,481 40	912 85	7,704 36	10,234 51	51,654 00	11,413 32
11	Clay	2,409 76	302 75	3,109 70	2,712 44	10,182 65	21,395 92	47,067 88	28,274 58
12	Clinton	3,011 22	2,259 22	18,652 41	3,303 26	22,795 80	36,350 41	97,711 68	53,355 74
13	Crawford	1,213 80	1 19	.....	402 00	2,618 28	3,861 34	8,989 87	8,741 59
14	Daviess	2,319 56	.....	6,421 92	959 94	16,234 75	17,042 08	51,063 64	24,007 61
15	Dearborn	1,528 61	.....	2,215 81	1,985 87	1,448 00	6,931 12	14,513 17	10,074 10
16	Decatur	2,499 23	90 24	15,334 62	1,253 62	7,300 00	16,230 96	45,286 53	20,641 00
17	Dekalb	1,960 45	.....	5,338 08	3,379 05	13,406 58	11,057 94	40,896 09	14,878 68
18	Delaware	4,186 77	5,492 94	25,573 50	7,773 00	34,968 80	40,607 20	124,523 75	37,559 24
19	Dubois	2,035 99	12 00	.....	94 00	4,146 65	6,995 65	29,481 21	8,139 96
20	Elkhart	3,095 57	176 00	12,215 06	1,852 12	14,797 08	21,113 98	68,809 81	26,088 07

21	Fayette	1,133 41	278 50	5,681 35	1,454 75	9,351 78	11,115 51	32,748 59	7,840 96
22	Floyd	778 05	.....	1,890 15	.....	1,244 00	4,372 63	16,803 01	5,813 19
23	Fountain	2,329 60	24 00	22,967 18	3,489 69	6,437 13	20,120 86	58,528 12	22,616 93
24	Franklin	2,001 80	56 25	6,226 00	1,005 37	1,050 00	8,135 34	32,270 35	8,883 25
25	Fulton	2,445 45	660 00	11,233 00	530 54	14,547 86	24,984 75	78,285 32	78,734 63
26	Gibson	3,806 63	995 32	5,326 60	1,331 85	10,863 87	16,278 78	82,746 68	53,804 34
27	Grant	3,446 90	.....	4,258 95	5,957 02	14,397 38	22,387 01	58,674 18	34,181 09
28	Greene	3,667 46	1,227 87	2,731 20	3,450 27	11,437 24	34,981 30	93,130 04	27,900 10
29	Hamilton	2,665 76	2,128 35	13,684 34	1,673 00	7,847 16	27,760 90	66,382 49	32,737 57
30	Hancock	2,403 96	1,795 00	13,873 95	2,198 06	11,962 09	17,050 63	51,589 42	28,766 20
31	Harrison	2,030 53	2,100 84	245 00	104 00	5,714 54	11,429 55	36,714 33	6,756 60
	Hendricks	3,421 81	5,279 49	14,672 93	1,911 09	54,533 59	35,602 57	147,605 64	21,888 59
33	Henry	2,742 83	560 00	18,341 94	4,644 30	30,522 61	25,347 77	98,487 88	46,985 83
34	Howard	2,506 39	130 90	9,609 56	3,100 96	9,819 25	17,097 32	56,556 45	70,213 98
35	Huntington	2,582 01	760 50	2,330 45	3,763 73	14,078 60	22,711 63	73,090 13	66,126 26
36	Jackson	2,397 47	1.330 70	5,594 47	662 48	7,073 62	14,511 78	34,815 77	15,721 42
37	Jasper	1,900 98	707 00	9,205 39	1,769 50	2,817 49	15,388 84	32,029 58	18,845 97
38	Jay	2,491 62	.....	5,191 02	1,439 07	20,363 27	17,749 58	52,432 99	23,538 01
39	Jefferson	1,835 47	704 54	4,831 45	1,566 85	7,120 71	8,488 53	28,395 00	13,813 81
40	Jennings	1,692 16	49490	1,307 50	951 04	4,427 14	7,919 79	33,582 50	6,736 11
41	Johnson	2,306 45	4,717 99	11,497 74	1,332 82	30,436 52	26,489 77	77,265 29	36,568 06
42	Knox	3,322 78	.....	18,915 70	103 00	46,873 01	39,334 80	126,725 73	34,739 33
43	Kosciusko	3,836 54	.....	26,666 08	2,743 50	40,211 52	33,943 29	133,983 79	45,509 17
44	Lagrange	2,796 44	336 52	12,011 93	297 00	16,575 70	20,012 13	56,574 57	27,173 86
45	Lake	2,621 66	488 50	18,231 99	1,066 60	37,273 50	27,334 33	116,354 76	62,664 72
46	Laporte	3,473 48	.....	12,758 97	2,917 12	21,574 71	37,351 36	197,413 54	50,680 56
47	Lawrence	2,890 47	794 47	1,839 15	808 50	7,481 50	16,456 06	49,578 37	18,360 72
48	Madison	3,371 37	3,279 00	7,397 87	4,056 59	12,629 56	25,509 01	58,173 10	34,420 58
49	Marion	5,020 22	7,010 24	16,024 50	2,296 25	95,099 60	40,206 39	178,043 18	80,058 25
50	Marshall	2,382 80	641 99	5,659 67	3,799 40	8,003 61	10,644 19	57,388 13	19,968 27
51	Martin	1,319 16	657 09	266 36	1,394 42	1,067 50	4,492 96	9,983 81	8,476 90
52	Miami	3,198 75	27 15	11,406 42	1,469 11	14,563 79	28,031 74	81,459 98	55,692 68
53	Monroe	2,142 15	1,529 23	.....	2,298 48	781 25	10,053 98	33,940 08	8,200 10
54	Montgomery	3,084 15	3,130 05	32,071 30	2,551 33	42,446 35	41,496 70	142,696 69	43,729 55
55	Morgan	2,682 13	3,621 17	6,394 50	3,618 04	13,683 13	16,579 05	52,315 85	21,054 45
56	Newton	1,275 19	.....	4,424 20	2,443 94	6,837 89	10,344 29	27,050 22	20,023 25

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNSHIPS—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
57	Noble	$2,603 97	.....	$9,207 97	$900 50	$16,609 83	$21,048 53	$63,923 90	$31,838 55
58	Ohio	292 94	.....	690 00	132 00	132 50	913 45	2,260 89	1,954 87
59	Orange	1,531 43	$20 05	3,618 50	3,314 79	2,416 15	6,454 88	18,784 99	13,812 61
60	Owen	1,598 25	338 96	2,392 00	2,600 86	7,117 14	9,076 41	42,360 92	10,643 14
61	Parke	3,053 73	2,280 00	14,020 33	4,219 61	11,324 15	22,847 73	63,289 42	26,612 59
62	Perry	1,780 36	.....	.....	711 60	1,173 84	4,610 02	10,056 39	6,058 57
63	Pike	2,074 88	1,675 39	359 18	721 00	5,752 70	11,268 18	24,374 54	11,675 22
64	Porter	3,558 15	881 25	11,148 75	856 80	14,779 33	31,099 45	80,626 64	33,978 17
65	Posey	2,761 33	442 00	6,329 28	1,355 59	11,409 15	13,113 38	47,940 14	21,156 53
66	Pulaski	2,146 86	.....	6,919 18	1,715 50	11,230 00	20,536 80	69,923 34	12,638 15
67	Putnam	2,144 65	1,407 34	9,838 85	2,240 77	7,017 69	15,680 72	40,605 24	20,663 00
68	Randolph	2,547 09	794 38	28,772 77	477 04	55,933 64	42,203 82	153,868 09	52,680 05
69	Ripley	2,052 39	358 80	1,382 15	1,635 06	3,318 48	8,333 03	28,391 48	10,366 90
70	Rush	2,828 47	40 00	19,103 83	3,816 96	28,428 09	25,017 53	95,448 45	56,548 47
71	Scott	859 38	133 50	1,725 84	496 60	6,234 99	4,364 39	14,011 70	1,741 12
72	Shelby	2,819 30	.....	10,399 75	4,690 74	14,005 66	18,229 15	53,349 63	23,794 15
73	Spencer	1,968 70	6 00	2,422 95	3,732 58	637 50	9,129 59	18,879 64	7,461 48
74	Starke	1,722 19	87 84	7,901 02	2,252 53	13,710 46	11,646 71	53,944 66	14,959 89
75	St. Joseph	2,650 37	120 00	4,680 11	12,106 71	12,696 02	21,658 94	66,001 40	41,870 54
76	Steuben	1,737 29	400 00	6,120 20	744 77	5,692 97	11,010 55	66,659 33	16,801 52

77	Sullivan	2,088 29	1,656 18	10,736 66	800 00	12,580 00	31,155 29	97,546 42	71,092 24
78	Switzerland	1,231 87	535 48	198 85	1,753 50	1,772 92	3,503 30	9,621 69	2,682 82
79	Tippecanoe	3,673 01	542 00	34,202 04	147 00	62,518 85	34,443 63	177,576 94	35,924 60
80	Tipton	2,101 25	25 00	6,466 01	36 00	7,679 02	14,649 68	38,497 50	99,873 19
81	Union	1,107 80	787 75	4,792 50	3,203 64	3,357 30	9,650 79	28,030 57	7,374 60
82	Vanderburgh	2,091 81	.....	2,427 79	2,086 85	9,772 45	21,022 37	50,728 37	18,019 10
83	Vermillion	3,047 00	1,254 50	8,985 20	978 18	12,779 86	25,932 41	63,376 21	52,563 62
84	Vigo	4,748 49	2,604 25	5,694 30	3,199 38	23,853 76	39,832 86	115,779 13	36,782 40
85	Wabash	3,275 50	3,803 42	28,085 13	850 03	27,581 92	53,064 77	171,704 94	70,049 86
86	Warren	2,104 87	12 00	9,884 95	1,458 49	11,787 50	14,737 37	73,331 67	17,695 65
87	Warrick	2,069 71	544 99	767 72	1,873 95	5,571 25	16,976 79	31,947 15	15,898 72
88	Washington	1,912 96	246 58	1,401 49	3,039 03	1,135 40	7,910 00	19,100 78	9,456 31
89	Wayne	2,131 74	1,336 50	25,439 18	3,603 97	19,372 20	43,402 68	104,375 46	27,163 44
90	Wells	3,050 68	4 70	6,279 50	2,137 07	7,954 85	17,367 91	40,525 32	37,505 30
91	White	2,390 67	386 50	12,095 90	1,539 70	5,122 72	19,999 44	84,424 42	52,094 92
92	Whitley	1,881 89	.....	6,926 18	4,165 08	8,319 91	13,819 43	35,943 72	16,777 87
	Total	$223,823 80	$89,659 48	$810,349 86	$196,942 15	$1,338,477 31	$1,802,423 85	$5,839,687 64	$2,656,733 68

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNS.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
1	Adams	$1,103 19	$7,013 19	$65 33	$610 00	$8,791 71	.....	$1,225 00
2	Allen	105 43	710 02	.....	.....	815 45	.....	.....
3	Bartholomew	1,692 22	3,975 66	94 85	200 00	5,962 73	$465 14	300 00
4	Benton	2,288 83	4,071 24	169 38	.....	6,529 45	.....	.....
5	Blackford	.....	.....	.....	.....	.....	.....	.....
6	Boone	1,690 85	3,958 99	55 76	.....	5,705 60	1,315 76	.....
7	Brown	422 82	828 12	1,716 50	126 00	3,093 44	1,119 84	200 00
8	Carroll	1,044 49	4,924 16	7,146 27	12,600 00	25,714 92	20,001 27	403 49
9	Cass	5,170 43	7,152 45	2,196 03	.....	14,518 91	186 31	.....
10	Clark	9,310 92	7,901 74	2 86	.....	17,215 52	.....	.....
11	Clay	1,938 34	5,218 09	.....	908 48	8,064 91	.....	250 00
12	Clinton	.....	.....	.....	.....	.....	.....	.....
13	Crawford	3,779 24	4,757 30	1,407 79	.....	9,944 33	895 26	278 50
14	Daviess	1,952 51	3,853 50	.....	400 00	6,206 01	138 75	840 00
15	Dearborn	1,876 77	3,390 95	32 10	1,000 00	6,299 82	478 50	202 55
16	Decatur	1,775 20	2,239 87	5 96	.....	4,021 03	.....	.....
17	Dekalb	4,251 01	6,231 14	375 08	2,406 33	13,263 56	1,841 52	1,228 79
18	Delaware	6,961 80	7,767 77	543 94	2,795 00	18,068 51	784 54	1,860 00
19	Dubois	99 78	1,212 26	75 00	783 25	2,170 29	71 34	98 00
20	Elkhart	6,209 69	13,301 64	717 91	.....	20,229 24	679 27	500 00

21	Fayette	421 70	952 74	1 50		1,375 94	221 30	
22	Floyd	385 85	517 31			903 16		108 00
23	Fountain							
24	Franklin	2,120 66	4,048 61	2,605 22	500 00	9,274 49	1,214 37	1,391 25
25	Fulton	909 73	853 14	10 15		1,773 02		
26	Gibson	2,810 33	3,953 73	5 00	3,400 00	10,169 06	2,311 48	525 00
27	Grant	2,011 06	14,641 78	586 55	600 00	17,839 39	348 17	400 00
28	Greene	5,743 68	10,689 26	2,511 31		18,944 25	423 75	460 00
29	Hamilton	796 84	8,054 50	320 39	11,728 37	20,900 10		940 00
30	Hancock	993 71	3,772 74		1,000 00	5,766 45	44 77	
31	Harrison	1,356 31	7,881 77	1,775 27		11,013 35	610 01	466 25
32	Hendricks	869 39	6,014 02	121 27		7,004 68	218 55	750 00
33	Henry	4,333 39	10,930 33	514 71	2,250 00	18,028 43	5,003 00	1,416 64
34	Howard							
35	Huntington	4,653 79	12,966 25	3,260 82	2,401 30	23,282 16	172 50	2,323 75
36	Jackson	2,889 90	5,436 62	4 00	1,220 00	9,550 52	222 69	1,300 00
37	Jasper	4,042 20	4,832 91	165 23		9,040 34	1,223 94	721 42
38	Jay	2,270 02	5,401 58	162 53		7,834 13	69 50	650 00
39	Jefferson							
40	Jennings	291 57	1,190 71			1,482 28		35 00
41	Johnson	1,340 15	13,080 36	45 54	3,800 00	18,266 05	300 44	100 00
42	Knox							
43	Kosciusko	10,645 38	9,302 50	34 75		19,982 63	1,100 25	
44	Lagrange	937 58	6,944 40	417 10	2,000 00	10,299 08	901 83	1,300 00
45	Lake	20,008 85	42,995 80	7,944 32	21,159 93	92,108 90	24,715 57	28 44
46	Laporte							
47	Lawrence							
48	Madison	6,705 24	9,673 02	962 06	315 00	17,655 32		1,370 00
49	Marion	5,189 70	11,203 48	14 30	8,000 00	24,407 48	12,963 61	
50	Marshall	7,628 62	17,031 76	498 29	1,700 00	26,858 67	1,192 39	1,080 00
51	Martin	1,499 48	2,590 50			4,089 98		1,025 15
52	Miami	1,821 42	3,172 44	2,386 95		7,380 81		
53	Monroe							
54	Montgomery	2,666 06	3,229 53			5,895 59		123 00
55	Morgan	830 62	4,656 11	5 25		5,491 98	49 18	750 00
56	Newton	7,543 25	11,914 35	3,145 40	73 36	22,676 36	1,464 73	2,462 23

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNS—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
57	Noble	$4,285 37	$3,974 96	$1,417 46	.....	$9,677 79	.....	$481 50
58	Ohio	.....	.....	.....	.....	.....	.....	.....
59	Orange	17,481 23	19,309 11	239 99	$15,300 00	52,330 33	$4,497 34	2,850 00
60	Owen	4,849 31	9,560 34	125 25	.....	14,534 90	1,180 22	779 00
61	Parke	3,319 02	6,567 63	707 50	.....	10,594 15	2,149 14	.....
62	Perry	428 19	805 42	141 74	.....	1,375 35	229 19	.....
63	Pike	2,552 11	4,616 54	1,894 61	.....	9,063 26	80 66	.....
64	Porter	.....	.....	.....	.....	.....	.....	.....
65	Posey	2,975 74	8,253 57	926 65	.....	12,155 96	182,65	1,768 56
66	Pulaski	1,340 77	4,016 73	5 00	.....	5,362 50	.....	.....
67	Putnam	3,008 01	5,269 02	2,056 94	2,500 00	12,833 97	594 02	.....
68	Randolph	2,472 44	7,944 24	88 60	825 00	11,330 28	.....	936 00
69	Ripley	6,042 67	6,931 80	7 00	300 00	13,281 47	293 70	800 00
70	Rush	476 04	2,879 79	2,663 40	5,500 00	11,519 23	.....	.....
71	Scott	2,464 51	5,069 22	70 33	.....	7,604 06	.....	1,000 00
72	Shelby	.....	.....	.....	.....	.....	.....	.....
73	Spencer	1,623 60	3,161 18	2,040 00	4,705 25	11,530 03	579 68	450 02
74	Starke	4,604 26	11,576 39	241 16	2,800 00	19,221 81	2,222 38	910 00
75	St. Joseph	543 71	3,350 24	.....	.....	3,893 95	.....	.....
76	Steuben	3,318 71	3,663 15	2,306 47	.....	9,288 33	137 77	640 00

77	Sullivan	4,013 22	12,706 23	355 34	3,562 59	20,637 38	274 39	1,812 50
78	Switzerland	375 12	615 26	210 59	405 17	1,606 14	523 87	.....
79	Tippecanoe	12,447 47	11,512 65	249 11	13,000 00	37,209 23	21,236 15	1,630 00
80	Tipton	.....	.....	.....	.....	.....	.....	.....
81	Union	4,646 83	7,745 32	93 82	.....	12,485 97	162 30	300 00
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	1,778 70	5,653 83	12 72	3,700 00	11,145 25	472 87	900 00
84	Vigo	.....	8,285 67	.....	.....	8,285 67	.....	.....
85	Wabash	4,243 08	8,619 33	.....	86 42	12,948 83	.....	2,351 66
86	Warren	3,316 98	3,862 27	564 00	.....	7,743 25	.....	600 00
87	Warrick	783 44	3,361 40	1,645 11	.....	5,789 95	.....	437 50
88	Washington	9,393 03	10,263 26	2,443 18	220 00	22,319 47	178 60	1,545 00
89	Wayne	6,537 57	10,097 79	1,219 51	.....	17,854 87	1,457 59	1,325 00
90	Wells	.....	203 75	.....	.....	203 75	.....	.....
91	White	2,835 97	8,227 22	1,184 49	1,198 69	13,446 37	949 37	1,350 00
92	Whitley	1,217 77	6,689 36	149 76	2,725 00	10,781 89	.....	594 25
	Total	$268,764 87	$531,233 01	$65,162 40	$138,805 14	$1,003,965 42	$120,151 42	$50,573 45

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNS—Continued.

(From Financial Reports of County Superintendents.)

No	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
1	Adams	$95 73	$16 50	.....	.....	$2,314 48	$2,866 29	$6,518 00	$2,273 71
2	Allen	41 17	42 00	.....	.....	300 00	273 28	656 45	159 00
3	Bartholomew	.....	.....	.....	$307 87	1,644 56	2,077 42	4,794 99	1,167 74
4	Benton	.....	440 00	.....	.....	.....	3,625 73	4,065 73	2,463 72
5	Blackford	.....	.....	.....	.....	.....	.....	.....	.....
6	Boone	.....	.....	.....	.....	.....	3,008 06	4,323 82	1,381 78
7	Brown	.....	264 30	.....	.....	456 00	710 32	2,750 46	342 98
8	Carroll	.....	.....	.....	.....	.....	1,567 82	21,972 58	3,742 34
9	Cass	.....	.....	.....	.....	2,300 00	7,227 49	9,713 80	4,805 11
10	Clark	.....	.....	.....	510 90	6,037 19	3,415 09	9,963 18	7,252 34
11	Clay	.....	554 49	.....	810 58	400 00	3,853 86	5,868 93	2,195 98
12	Clinton	.....	.....	.....	.....	.....	.....	.....	.....
13	Crawford	40 68	176 53	.....	.....	1,014 55	3,087 97	5,493 49	4,450 84
14	Daviess	.....	.....	.....	.....	900 00	2,068 63	3,947 38	2,258 63
15	Dearborn	22 50	231 97	.....	448 26	1,315 00	2,437 29	5,136 07	1,163 75
16	Decatur	.....	.....	.....	.....	862 92	1,388 37	2,251 29	1,769 74
17	Dekalb	.....	79 31	.....	314 00	.....	3,219 09	6,682 71	6,580 85
18	Delaware	.....	2,675 99	.....	46 70	2,430 66	4,534 00	12,331 89	5,736 62
19	Dubois	7 00	1 31	.....	.....	1,189 20	645 35	2,012 20	158 09
20	Elkhart	145 05	1,318 19	.....	.....	1,368 20	5,557 34	9,568 05	10,661 19

21	Fayette						505 98	727 28	648 66
22	Floyd						657 76	765 76	137 40
23	Fountain								
24	Franklin		391 00			1,500 00	2,783 59	7,280 21	1,994 28
25	Fulton	189 50	375 00				1,158 72	1,723 22	49 80
26	Gibson		1,045 00			1,492 40	3,338 92	8,712 80	1,456 26
27	Grant		1,152 57			2,729 40	7,421 08	12,051 22	5,788 17
28	Greene		617 50			1,884 73	5,564 68	8,950 66	9,993 59
29	Hamilton					2,573 75	16,380 54	19,894 29	1,005 81
30	Hancock		860 34			2,340 71	1,753 53	4,999 35	767 10
31	Harrison	135 55				1,953 49	3,685 50	6,850 80	4,162 55
32	Hendricks					2,100 00	1,955 79	5,024 34	1,980 34
33	Henry					1,500 00	4,661 07	12,580 71	5,447 72
34	Howard								
35	Huntington	270 00	577 50			6,383 50	6,484 86	16,212 11	7,070 05
36	Jackson				6 31	2,008 05	2,800 49	6,337 54	3,212 98
37	Jasper	175 95				692 52	2,827 84	5,641 67	3,398 67
38	Jay		480 00		16 60	1,651 29	2,543 51	5,410 90	2,423 23
39	Jefferson								
40	Jennings		212 50				461 45	708 95	773 33
41	Johnson		868 56		123 20	5,047 68	9,484 88	15,924 76	2,341 29
42	Knox								
43	Kosciusko					2,542 60	9,038 52	12,681 37	7,301 26
44	Lagrange		1,000 00			3,823 42	2,830 56	9,855 81	443 27
45	Lake		1,184 45	$4,284 10	765 02	11,139 66	21,209 10	63,326 34	28,782 56
46	Laporte								
47	Lawrence								
48	Madison	189 60	1,289 69		652 39	1,544 26	8,388 74	13,434 68	4,220 64
49	Marion					2,000 00	6,465 57	21,429 18	2,978 30
50	Marshall					5,219 32	12,263 65	19,755 36	7,103 31
51	Martin		74 85			400 00	1,090 77	2,590 77	1,499 21
52	Miami	112 50	150 00			1,040 00	4,441 23	5,743 73	1,637 08
53	Monroe								
54	Montgomery		840 00			1,139 58	3,083 31	5,185 89	709 70
55	Morgan			460 00		1,000 00	1,987 69	4,246 87	1,245 11
56	Newton		1,352 89		6 31		7,748 52	13,034 68	9,641 68

SPECIAL SCHOOL REVENUE, 1915-1916.

TOWNS—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31 1916.
57	Noble						$2,403 20	$2,884 70	$6,793 09
58	Ohio								
59	Orange					$16,365 38	9,183 89	32,896 61	19,433 72
60	Owen		$78 08			1,197 50	3,866 98	7,101 78	7,433 12
61	Parke		602 65		$219 47	2,279 29	4,402 83	9,653 38	940 77
62	Perry		250 00				475 73	954 92	420 43
63	Pike		480 00			2,920 24	3,268 08	6,748 98	2,314 28
64	Porter								
65	Posey	$213 91	320 59			2,829 00	3,286 10	8,600 81	3,555 15
66	Pulaski					800 00	3,081 29	3,881 29	1,481 21
67	Putnam					3,590 32	4,053 55	8,237 89	4,596 08
68	Randolph	84 00	1,409 80			3,014 61	4,568 25	10,012 66	1,317 62
69	Ripley				142 84	1,842 25	3,645 07	6,723 86	6,557 61
70	Rush		3,036 25			5,500 00	2,283 20	10,819 45	699 78
71	Scott					1,700 00	2,059 40	4,759 40	2,844 66
72	Shelby								
73	Spencer		420 00			3,600 00	2,358 38	7,408 08	4,121 95
74	Starke	40 00	1,375 90			1,570 00	5,233 39	11,351 67	7,870 14
75	St. Joseph					800 00	2,177 80	2,977 80	916 15
76	Steuben	138 86	567 75			500 00	4,298 99	6,283 37	3,004 96

77	Sullivan					4,376 00	10,378 74	16,841 63	3,795 75
78	Switzerland		58 89				584 03	1,166 79	439 35
79	Tippecanoe				8 25	1,000 00	10,905 50	34,779 90	2,429 33
80	Tipton								
81	Union	139 62	690 37		141 38	700 00	3,587 43	5,721 10	6,764 87
82	Vanderburgh								
83	Vermillion		1,317 28			3,770 04	2,819 28	9,279 47	1,865 78
84	Vigo						6,037 45	6,037 45	2,248 22
85	Wabash		3,151 93				3,823 13	9,326 72	3,622 11
86	Warren				95 48	700 94	2,871 50	4,267 92	3,475 33
87	Warrick					1,578 41	1,034 26	3,050 17	2,739 78
88	Washington	150 90	547 00		225 42	735 00	9,780 84	13,162 76	9,156 71
89	Wayne		1,226 00			634 59	5,412 23	10,055 41	7,799 46
90	Wells						203 75	203 75	
91	White		200 00		29 37	1,030 26	5,341 35	8,900 35	4,546 02
92	Whitley					2,966 53	4,595 75	8,156 53	2,625 36
	Total	$2,192 52	$34,004 93	$4,744 10	$4,870 35	$152,239 48	$332,602 62	$701,378 87	$302,586 55

SPECIAL SCHOOL REVENUE, 1915-1916.

CITIES.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
1	Adams	$22,577 07	$21,257 52	$6 84	.....	$43,841 43	.....	.....
2	Allen	107,476 30	147,018 53	2,489 68	$100,000 00	356,984 51	$40,735 28	$4,200 00
3	Bartholomew	15,448 39	21,590 51	151 08	40,631 00	77,820 98	43,151 64	2,400 00
4	Benton	.....	.....	.....	.....	.....	.....	.....
5	Blackford	2,020 31	19,097 42	2,651 04	2,500 00	26,268 77	188 02	4,232 64
6	Boone	26,574 33	23,575 70	2,950 65	.....	53,100 68	.....	500 00
7	Brown	.....	.....	.....	.....	.....	.....	.....
8	Carroll	22,348 57	6,267 27	174 12	9,360 00	38,149 96	30,493 94	136 66
9	Cass	12,052 67	57,982 95	63 94	.....	70,099 56	1,914 22	3,490 00
10	Clark	7,252 20	18,617 07	33 80	30,017 70	55,920 77	30,017 70	.....
11	Clay	15,163 75	27,988 32	1,013 83	74,165 00	118,330 90	47,975 24	2,033 28
12	Clinton	25,110 66	40,613 66	1,106 46	9,000 00	75,830 78	.....	2,000 00
13	Crawford	.....	.....	.....	.....	.....	.....	.....
14	Daviess	7,186 06	22,781 06	429 60	10,100 00	40,496 72	1,158 38	2,942 16
15	Dearborn	9,307 01	15,178 18	82 92	5,500 00	30,068 11	323 85	3,600 00
16	Decatur	3,642 57	23,189 23	6,116 00	.....	32,947 80	4,896 23	2,100 00
17	Dekalb	11,812 95	21,063 89	237 13	.....	33,113 97	1,838 69	1,469 59
18	Delaware	42,706 19	72,163 13	341 80	.....	115,211 12	27,778 70	3,000 00
19	Dubois	3,103 14	10,187 83	44 08	.....	13,335 05	200 00	1,300 00
20	Elkhart	33,948 71	108,769 33	1,562 56	6,820 00	151,100 60	2,668 27	4,433 22

21	Fayette	26,287 01	24,438 23	272 03	.....	50,997 27	17,391 55	2,045 51
22	Floyd	60,646 46	29,930 68	12,407 38	.....	102,984 52	3,995 46	4,761 10
23	Fountain	11,781 59	21,306 77	123 27	1,300 00	34,511 63	96 42	955 55
24	Franklin	.....	.....	.....	.....	.....	.....	.....
25	Fulton	5,450 76	14,089 21	3,159 77	.....	22,699 74	2,279 32	1,830 00
26	Gibson	3,705 10	26,042 38	876 46	3,500 00	34,123 94	1,618 61	2,199 96
27	Grant	30,683 28	72,799 58	1,361 34	183,325 71	288,169 91	65,105 59	3,500 00
28	Greene	6,103 33	17,408 41	3,863 79	2,000 00	29,375 53	1,922 10	3,411 10
29	Hamilton	4,915 05	10,916 00	29 36	.....	15,860 41	692 66	1,540 00
30	Hancock	5,225 35	13,538 95	.....	.....	18,764 30	.....	1,500 00
31	Harrison	.....	.....	.....	.....	.....	.....	.....
32	Hendricks	.....	.....	.....	.....	.....	.....	.....
33	Henry	17,575 05	30,763 10	194 29	.....	48,532 44	.....	2,400 03
34	Howard	37,270 14	47,863 12	1,119 33	14,400 00	100,652 59	36,125 08	2,400 00
35	Huntington	19,604 24	42,464 62	3,781 47	.....	65,850 33	1,289 70	2,200 00
36	Jackson	3,490 54	18,805 99	478 71	.....	22,775 24	.....	2,000 00
37	Jasper	.....	10,875 05	858 21	14,850 00	26,583 26	.....	.....
38	Jay	5,851 48	17,376 79	4,892 39	3,500 00	31,620 66	134 70	2,275 00
39	Jefferson	10,404 60	14,333 34	57 42	2,280 72	27,076 08	.....	570 00
40	Jennings	4,118 18	8,255 93	120 00	.....	12,494 11	90 70	942 41
41	Johnson	12,385 53	13,483 39	57 00	.....	25,925 92	281 60	2,439 24
42	Knox	11,169 91	59,956 56	59 00	168,997 03	240,182 50	67,425 71	5,355 01
43	Kosciusko	7,829 64	15,873 11	12,146 82	40,000 00	75,849 57	27,885 38	1,500 00
44	Lagrange	.....	.....	.....	.....	.....	.....	.....
45	Lake	323,202 10	517,527 18	13,470 47	178,936 65	1,033,136 40	313,457 00	16,024 97
46	Laporte	48,703 57	91,141 50	325 99	12,000 00	152,171 06	6,603 29	2,500 00
47	Lawrence	7,847 74	38,155 62	114 56	25	46,118 17	2,699 47	3,807 08
48	Madison	21,013 81	116,993 31	8,881 42	16,000 00	162,888 54	25,239 55	6,986 70
49	Marion	360,426 35	1,524,406 81	423,074 97	504,170 80	2,812,078 93	314,571 16	138,300 00
50	Marshall	3,474 53	13,590 39	105 14	19,200 00	36,370 06	2,200 00	1,800 00
51	Martin	2,232 15	3,611 84	.....	1,125 00	6,968 99	.....	.....
52	Miami	8,839 37	21,776 76	10,004 63	2,200 00	42,820 76	.....	2,000 00
53	Monroe	19,936 12	37,418 10	13,716 59	10,000 00	81,070 81	20,767 25	5,560 00
54	Montgomery	8,985 50	38,457 90	33,179 11	18,000 00	98,622 51	32,920 93	3,000 00
55	Morgan	19 72	20,944 22	.....	4,499 50	25,463 44	.....	.....
56	Newton	.....	.....	.....	.....	.....	.....	.....

SPECIAL SCHOOL REVENUE, 1915-1916.

CITIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements	Q. Amount Paid for Supervision
57	Noble	$21,054 13	$27,706 22	$404 37	$41,511 59	$90,676 31	$43,7 78	$2, 75 00
58	Ohio	4,385 80	3,622 83	46 23	.....	8,054 86	....	366 40
59	Orange	.....	.....	.....	.....	.....	....	.....
60	Owen	.....	.....	.....	.....	.....	....	.....
61	Parke	.....	.....	.....	.....	.....	....	.....
62	Perry	5,409 34	7,048 49	532 00	.....	12,989 83	2,39, 62	.....
63	Pike	.....	.....	.....	.....	.....	.....	.....
64	Porter	7,393 41	20,759 99	95 26	.....	28,248 66	1,554 94	1,600 00
65	Posey	9,182 82	13,309 29	1,039 08	.....	23,531 19	1,995 65	2,000 00
66	Pulaski	.....	.....	.....	.....	.....	.....	.....
67	Putnam	5,396 28	12,848 27	378 35	2,200 00	20,822 90	3,715 88	1,666 65
68	Randolph	6,681 27	22,493 06	15,952 16	35,483 34	80,609 83	28,528 85	3,480 00
69	Ripley	2,114 84	4,093 45	17 35	.....	6,225 64	224 84	.....
70	Rush	8,636 57	25,198 34	60 00	.....	33,894 91	.....	1,800 00
71	Scott	.....	.....	.....	.....	.....	.....	.....
72	Shelby	12,550 12	34,842 13	1,544 80	.....	48,937 05	1,800 00	2,400 00
73	Spencer	4,584 20	4,909 36	109 99	.....	9,603 55	302 35	522 00
74	Starke	.....	.....	.....	.....	.....	.....	.....
75	St. Joseph	62,541 86	267,224 59	8,112 81	157,311 50	495,190 76	7,928 16	6,280 00
76	Steuben	2,295 51	6,116 83	1,770 76	4,000 00	14,183 10	3,864 33	.....

77	Sullivan	7,492 28	13,090 83	172 43	.....	20,755 54	672 12	1,600 00
78	Switzerland	520 01	5,079 45	22 50	.....	5,621 96	.....	1,467 50
79	Tippecanoe	37,180 17	109,824 04	4,565 37	.....	151,569 58	60,000 00	2,880 00
80	Tipton	8,632 39	13,218 30	34 91	.....	21,885 60	.....	.....
81	Union	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	217,959 55	174,896 11	7,186 42	.....	400,042 08	136,833 94	33,212 50
83	Vermillion	13,888 47	24,449 03	197 90	.....	38,535 40	6,038 07	2,200 00
84	Vigo	74,868 21	162,003 81	11,068 44	.....	247,940 46	20,986 07	5,600 00
85	Wabash	20,176 59	32,675 00	238 34	.....	53,089 93	.....	2,000 00
86	Warren	.....	.....	.....	.....	.....	.....	.....
87	Warrick	6,382 43	9,913 10	.....	.....	16,295 53	1,000 00	1,500 00
88	Washington	.....	.....	.....	.....	.....	.....	.....
89	Wayne	8,539 37	104,074 59	1,341 11	45,451 50	159,406 57	244 42	2,841 63
90	Wells	3,416 49	18,693 79	1,028 80	.....	23,139 08	.....	1,800 00
91	White	4,078 91	7,896 44	125 51	.....	12,100 86	1,446 95	1,199 97
92	Whitley	13,126 83	14,246 47	687 22	.....	28,060 52	14,041 87	1,785 00
	Total	$2,025,396 93	$4,732,120 25	$624,918 56	$1,774,337 29	$9,156,773 03	$1,515,476 23	$342,217 86

SPECIAL SCHOOL REVENUE, 1915-1916.

CITIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
1	Adams					$1,223 75	$11,919 88	$13,143 63	$30,697 80
2	Allen				$32 52	35,500 00	167,820 36	248,288 16	108,696 35
3	Bartholomew				138 32		14,161 19	59,851 15	17,969 83
4	Benton								
5	Blackford	$2,770 28	$82 08		5 98		16,957 26	24,236 26	2,032 51
6	Boone	1,253 19					12,548 73	14,301 92	38,798 76
7	Brown								
8	Carroll	583 35					3,831 35	35,045 30	3,104 66
9	Cass				54 40	8,500 00	40,143 21	54,101 83	15,997 73
10	Clark					8,721 22	11,903 30	50,642 22	5,278 55
11	Clay				146 99	13,665 00	12,060 74	75,881 25	42,449 65
12	Clinton	2,059 18	904 07			46,036 54	14,182 73	65,182 52	10,648 26
13	Crawford								
14	Daviess	1,627 47				6,441 25	9,405 02	21,574 28	18,922 44
15	Dearborn	1,477 49				10,392 66	8,201 52	23,995 52	6,072 59
16	Decatur	1,247 90					22,273 32	30,517 45	2,430 35
17	Dekalb	685 23	2,520 06		81 10		13,567 91	20,162 58	12,951 39
18	Delaware	5,262 07	5,240 80		382 10		50,903 06	92,566 73	22,644 39
19	Dubois					2,449 12	5,231 56	9,180 68	4,154 37
20	Elkhart	3,132 42	696 23	$630 23	131 60	33,006 97	46,311 30	91,010 24	60,090 36

21	Fayette	1,476 00	3,698 40		80 05	3,000 00	14,240 51	41,932 02	9,065 25
22	Floyd	3,194 27					74,714 98	86,665 81	16,318 71
23	Fountain	403 27	866 24			800 00	15,946 31	19,067 79	15,443 84
24	Franklin								
25	Fulton	1,077 75				2,877 50	7,498 80	15,563 37	7,136 37
26	Gibson					9,731 27	15,810 91	29,360 75	4,763 19
27	Grant	4,204 24	948 25		216 10	9,180 00	34,785 00	117,939 18	170,230 73
28	Greene	1,179 12	245 50			9,757 81	6,311 74	22,827 37	6,548 16
29	Hamilton	1,123 90	160 00		16 85		7,888 42	11,421 83	4,438 58
30	Hancock	1,188 67				1,280 00	6,036 53	10,005 20	8,759 10
31	Harrison								
32	Hendricks								
33	Henry				91 60	28,260 50	12,687 45	43,439 58	5,092 86
34	Howard	3,274 22					52,173 34	93,972 64	6,679 95
35	Huntington				12 75	4,830 60	25,061 55	33,394 60	32,455 73
36	Jackson	1,104 63				6,025 00	6,739 13	15,868 76	6,906 48
37	Jasper					22,330 22	3,624 22	25,954 44	628 82
38	Jay	1,217 58	2,964 90		19 80	9,051 26	9,068 08	24,731 32	6,889 34
39	Jefferson	1,347 24	1,154 08			4,557 93	9,279 30	16,908 55	10,167 53
40	Jennings		3,310 09		16 00	3,744 96	864 66	8,968 82	3,525 29
41	Johnson	31 59			19 05		8,022 85	10,794 33	15,131 59
42	Knox	3,451 75				14,321 50	44,135 02	134,688 99	105,493 51
43	Kosciusko	982 25				2,081 42	15,299 72	47,748 77	28,100 80
44	Lagrange								
45	Lake	4,507 65	8,981 19	275 00	812 86	183,488 22	173,095 91	700,642 80	332,493 60
46	Laporte	5,162 22	60 25		114 62	37,931 00	64,028 02	116,399 40	35,771 66
47	Lawrence	1,793 81	590 00			13,947 91	11,104 31	33,942 58	12,175 59
48	Madison		5,452 31			43,798 77	53,216 13	134,693 46	28,195 08
49	Marion		479,898 63		3,822 00	30,750 00	1,211,139 55	2,178,481 34	633,597 59
50	Marshall	923 88			30 00	21,200 00	7,824 97	33,978 85	2,391 21
51	Martin	324 48				2,555 65	1,272 94	4,153 07	2,815 92
52	Miami	1,674 75	4,268 41		8 72	8,640 00	14,428 54	31,020 42	11,800 34
53	Monroe	2,380 00	3,687 09			8,500 00	19,323 06	60,217 40	20,853 41
54	Montgomery	2,367 80	1,195 14		149 50	34,720 12	17,880 68	92,234 17	6,388 34
55	Morgan	158 55					19,041 82	19,200 37	6,263 07
56	Newton								

SPECIAL SCHOOL REVENUE, 1915-1916.

CITIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
57	Noble	$1,086 95	$3,102 74			$9,723 77	$11,847 99	$71,905 23	$18,771 08
58	Ohio	349 53				500 00	1,806 73	3,022 66	5,032 20
59	Orange								
60	Owen								
61	Parke								
62	Perry	814 44					6,829 86	10,039 92	2,949 91
63	Pike								
64	Porter	1,568 31	3,925 00		$37 10		12,158 44	20,843 79	7,404 87
65	Posey		120 00		20 82	3,708 75	7,089 26	14,934 48	8,596 71
66	Pulaski								
67	Putnam	852 50				7,226 57	6,441 25	19,902 85	920 05
68	Randolph	726 72	5,078 83			8,143 44	11,971 04	57,928 92	22,680 91
69	Ripley	187 83	87 00			1,405 00	1,253 15	3,157 82	3,067 82
70	Rush	1,329 75				5,065 00	10,919 34	19,114 09	14,780 82
71	Scott								
72	Shelby	2,173 08	777 46			13,080 00	17,769 66	38,000 20	10,936 85
73	Spencer	660 96					2,780 94	4,266 25	5,337 30
74	Starke								
75	St. Joseph	13,918 99	2,250 11		384 80	50,717 08	187,800 04	369,279 18	125,911 58
76	Steuben						4,073 95	7,938 28	6,244 82

77	Sullivan		100 00			1,300 00	7,178 34	10,850 46	9,905 08
78	Switzerland					1,497 25	1,854 09	4,818 84	803 12
79	Tippecanoe	4,392 27	4,335 00		694 04		24,797 64	97,098 95	54,470 63
80	Tipton					5,860 00	5,647 67	11,507 67	10,377 93
81	Union								
82	Vanderburgh		8,531 75		13 04	16,900 00	122,574 62	318,065 85	81,976 23
83	Vermillion	1,562 68				4,000 00	11,716 76	25,517 51	13,017 89
84	Vigo				20 19	30,524 45	132,908 54	190,039 25	57,901 21
85	Wabash	109 49	10,179 76		242 00	4,000 00	15,106 40	31,637 65	21,452 28
86	Warren								
87	Warrick						8,113 89	10,613 89	5,681 64
88	Washington								
89	Wayne	5,521 76	23,367 16		162 16	20,000 00	89,694 91	141,832 04	17,574 53
90	Wells	521 81	34 00			5,628 00	11,178 55	19,162 36	3,976 72
91	White	679 41	2,978 20				3,723 81	10,028 34	2,072 52
92	Whitley	697 38	470 75			3,634 59	6,444 20	27,073 79	986 73
	Total	$101,802 06	$592,261 48	$905 23	$7,957 06	$976,212 09	$3,147 647 96	$6,684,479 97	$2,472,293 06

SPECIAL SCHOOL REVENUE, 1915-1916.

COUNTIES.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
1	Adams	$38,953 41	$68,189 36	$939 78	$7,344 32	$115,426 87	$2,876 12	$1,225 00
2	Allen	134,294 41	*215,731 94	3,804 20	132,012 83	485,843 38	67,701 83	4,200 00
3	Bartholomew	43,165 36	*59,618 83	4,912 29	59,199 00	166,895 48	44,880 40	3,004 00
4	Benton	25,809 54	62,857 05	3,285 62	24,790 62	116,742 83	3,022 22	316 66
5	Blackford	8,773 73	36,279 01	4,135 07	2,500 00	51,687 81	3,684 27	4,232 64
6	Boone	65,897 43	98,415 69	4,738 84	22,300 00	191,351 96	26,039 37	500 00
7	Brown	4,010 28	8,522 81	1,716 50	126 00	14,375 59	2,331 40	200 00
8	Carroll	48,681 48	54,651 14	8,494 02	38,776 50	150,603 14	54,866 78	540 15
9	Cass	43,971 96	122,468 87	7,817 92	75,000 00	249,258 75	60,327 66	4,068 00
10	Clark	25,280 65	49,483 69	1,321 57	60,117 70	136,203 61	58,885 17	228 46
11	Clay	41,890 72	*75,228 38	1,920 69	82,698 48	201,738 27	54,929 90	2,283 28
12	Clinton	83,998 11	117,115 87	6,484 22	19,300 00	226,898 20	11,339 36	2,000 00
13	Crawford	10,679 50	13,518 33	2,879 21	598 75	27,675 79	1,788 52	278 50
14	Daviess	33,299 29	*68,766 90	3,055 46	16,652 33	121,773 98	9,382 52	3,782 16
15	Dearborn	19,608 73	34,135 64	410 83	6,800 00	60,955 20	1,206 11	3,802 55
16	Decatur	23,507 14	68,979 07	6,935 15	3,475 00	102,896 36	7,474 09	2,100 00
17	Dekalb	29,346 04	60,289 43	3,810 50	8,706 33	102,152 30	9,434 20	2,698 38
18	Delaware	80,049 19	*170,528 42	8,613 41	36,171 60	295,362 62	33,448 15	5,896 63
19	Dubois	11,912 42	24,842 52	2,288 32	14,083 25	53,126 51	16,387 26	1,479 00
20	Elkhart	70,667 05	174,374 16	5,964 01	15,222 50	266,227 72	18,907 54	4,033 22

21	Fayette	33,138 17	47,992 63	6,031 96	5,800 00	92,962 76	21,102 94	2,288 71
22	Floyd	72,922 17	38,930 49	14,651 22	.....	126,503 88	12,513 64	4,869 10
23	Fountain	33,682 87	75,172 35	1,151 46	5,650 00	115,656 68	3,256 08	955 55
24	Franklin	20,764 90	23,847 89	2,715 30	3,100 00	50,428 09	15,009 96	1,391 25
25	Fulton	34,650 49	87,797 66	14,444 56	44,600 00	181,492 71	26,163 04	1,830 00
26	Gibson	28,266 67	72,643 31	2,548 04	77,426 00	180,844 02	46,424 72	4,373 96
27	Grant	53,634 46	135,777 59	18,051 14	191,401 38	398,864 57	72,669 18	4,911 50
28	Greene	45,016 80	72,817 67	26,706 03	24,809 42	169,349 92	37,980 55	3,871 10
29	Hamilton	37,802 91	75,671 83	8,977 46	13,428 37	135,880 57	9,798 39	3,997 25
30	Hancock	28,664 69	72,331 03	890 65	3,000 00	104,886 37	2,013 00	1,837 50
31	Harrison	14,207 80	27,382 00	3,680 30	9,214 18	54,484 28	15,699 88	466 25
32	Hendricks	40,006 93	81,486 05	20,941 80	34,064 13	176,498 91	32,402 71	750 00
33	Henry	60,497 60	133,416 65	2,395 33	15,725 00	212,034 58	21,331 43	3,816 67
34	Howard	61,478 57	96,036 98	3,607 47	66,300 00	227,423 02	5,417 15	2,400 00
35	Huntington	60,303 20	104,323 48	34,303 07	29,419 13	228,348 88	28,191 41	4,657 75
36	Jackson	18,247 51	54,558 45	713 14	9,343 85	82,862 95	2,926 04	3,841 90
37	Jasper	17,966 44	51,019 91	2,662 80	14,850 00	86,499 15	1,464 32	721 42
38	Jay	29,702 58	64,285 31	8,237 90	13,200 00	115,425 79	5,352 63	2,975 00
39	Jefferson	24,528 96	38,522 79	502 42	5,730 72	69,284 89	3,847 45	570 00
40	Jennings	10,986 55	27,079 51	991 98	15,236 96	54,295 00	16,880 67	977 41
41	Johnson	30,067 35	77,840 91	6,230 96	43,886 10	158 025 32	976 04	2,629 24
42	Knox	43,314 62	149,968 52	5,030 03	203,334 39	401,647 56	83,665 31	7,291 85
43	Kosciusko	56,810 75	118,801 20	15,313 21	84,400 00	275,325 16	55,574 49	1,500 00
44	Lagrange	22,569 34	57,592 50	3,298 67	10,587 00	94,047 51	5,307 68	1,439 00
45	Lake	385,547 15	*650,512 95	25,108 10	243,096 58	1,304,264 78	367,413 35	16,150 81
46	Laporte	84,799 72	171,665 75	5,337 09	138,462 60	400,265 16	125,701 19	2,740 00
47	Lawrence	23,813 01	64,483 93	1,910 07	23,850 25	114,057 26	22,007 69	3,807 08
48	Madison	53,248 40	*180,038 58	15,235 56	24,565 00	273,137 54	27,169 25	8,356 70
49	Marion	430,810 92	1,674,024 82	436,613 36	523,138 74	3,094,587 84	338,725 25	139,495 50
50	Marshall	46,925 42	68,898 84	2,361 17	22,399 70	140,585 13	29,648 86	2,880 00
51	Martin	10,806 16	16,927 29	661 23	1,125 00	29,519 68	786 32	1,025 15
52	Miami	30,323 67	80,878 15	27,952 41	48,200 00	187,354 23	22,763 02	2,000 00
53	Monroe	38,504 51	†55,237 99	16,095 49	13,373 00	123,210 99	37,902 24	5,560 00
54	Montgomery	71,638 16	*138,186 39	43,220 29	37,899 50	290,944 34	50,163 44	3,797 30
55	Morgan	12,067 62	61,441 72	13,148 23	17,668 15	104,325 72	5,527 01	1,010 00
56	Newton	24,254 93	39,713 46	3,915 14	1,866 30	69,749 83	3,189 44	2,462 23

SPECIAL SCHOOL REVENUE, 1915-1916.

COUNTIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	K. Amount on Hand July 31, 1915.	L. Amount Received Since July 31, 1915, Including Any Amount Due Corporation Still in County Treasury.	M. Miscellaneous Receipts.	N. Money Borrowed.	O. Total Special School Revenue.	P. Amount Invested in Permanent Improvements.	Q. Amount Paid for Supervision.
57	Noble	$50,898 50	$84,936 18	$11,270 28	$49,011 59	$196,116 55	$57,321 88	$2,856 50
58	Ohio	6,610 48	5,613 91	46 23	.....	12,270 62	100 00	366 40
59	Orange	28,147 74	38,826 27	1,003 92	16,950 00	84,927 93	5,926 53	2,850 00
60	Owen	12,066 58	33,717 26	2,778 51	18,976 61	67,538 96	19,790 52	1,415 00
61	Parke	30,969 08	* 58,600 86	2,168 82	9,471 40	100,496 16	7,693 01	.....
62	Perry	10,460 21	18,688 64	1,331 29	.....	30,480 14	4,405 38	.....
63	Pike	13,426 48	26,638 93	2,697 61	2,350 00	45,113 02	2,482 94	120 93
64	Porter	41,464 81	78,563 47	6,625 19	16,200 00	142,853 47	19,857 85	1,600 00
65	Posey	34,041 01	* 60,350 55	3,990 75	8,151 51	104,783 82	14,707 71	3,768 56
66	Pulaski	12,387 42	46,831 21	22,905 36	5,800 00	87,923 99	27,375 00	.....
67	Putnam	26,833 39	50,588 56	4,293 98	13,209 18	94,925 11	6,567 47	1,684 30
68	Randolph	40,050 68	146,381 60	19,609 95	92,446 02	298,488 25	51,568 20	4,516 00
69	Ripley	15,761 02	28,438 07	2,346 40	11,720 00	58,265 49	11,771 81	858 30
70	Rush	40,150 05	101,316 70	21,314 56	34,629 75	197,411 06	16,213 57	1,800 00
71	Scott	3,878 07	17,096 43	1,132 38	1,250 00	23,356 88	197 00	1,000 00
72	Shelby	35,404 50	85,695 22	2,506 21	2,474 90	126,080 83	5,005 03	2,400 00
73	Spencer	12,132 93	26,184 01	4,035 21	5,122 55	47,474 70	1,714 35	1,122 02
74	Starke	11,647 98	* 49,076 47	4,515 09	22,886 82	88,126 36	18,821 29	935 00
75	St. Joseph	81,031 82	319,626 40	9,537 91	196,760 52	606,956 65	19,946 61	6,350 80
76	Steuben	22,553 28	38,034 26	9,995 77	36,348 97	106,932 28	44,955 65	640 00

77	Sullivan	58,142 10	83,799 14	6,427 75	61,662 59	210,031 58	39,146 51	3,742 50
78	Switzerland	2,561 52	15,216 33	249 59	1,505 17	19,532 61	1,149 64	1,467 50
79	Tippecanoe	74,946 77	* 230,555 02	8,698 80	88,079 76	402,280 35	123,286 56	4,510 00
80	Tipton	50,271 77	55,280 75	4,703 77	50,000 00	160,256 29	7,540 54	.....
81	Union	13,294 67	28,221 78	1,520 82	4,853 87	47,891 14	4,813 09	780 00
82	Vanderburgh	242,191 63	* 211,846 21	11,251 71	3,500 00	468,789 55	150,161 04	33,212 50
83	Vermillion	28,584 34	74,145 98	4,042 29	58,847 87	165,620 48	16,910 00	3,100 00
84	Vigo	130,348 91	247,539 92	19,537 27	11,361 56	408,787 66	56,832 16	5,600 00
85	Wabash	99,934 70	137,287 09	5,781 75	64,790 02	307,793 56	53,992 17	5,403 66
86	Warren	23,457 08	35,625 17	2,534 32	37,154 00	98,770 57	33,346 49	600 00
87	Warrick	20,143 77	36,016 40	1,847 53	11,923 65	69,931 35	5,142 74	1,937 50
88	Washington	17,402 83	28,385 69	2,898 04	2,190 00	50,876 56	3,585 92	1,593 00
89	Wayne	51,864 66	197,405 65	4,233 53	55,296 50	308,800 34	9,894 20	5,063 63
90	Wells	22,573 24	60,554 41	4,030 26	14,215 54	101,373 45	3,730 61	1,800 00
91	White	27,329 95	62,257 18	11,695 75	60,783 69	162,066 57	45,285 81	2,549 97
92	Whitley	29,586 81	55,556 90	958 09	5,462 20	91,564 00	14,873 10	2,379 25
	Total	$4,358,279 22	$9,443,738 31	$1,133,729 34	$3,721,412 90	$18,657,159 77	$2,996,991 02	$409,439 13

*Does not correspond with report of County Auditor.
†Includes special revenue derived from 10c levy for vocational schools and departments.

SPECIAL SCHOOL REVENUE, 1915-1916.

COUNTIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
1	Adams	$2,221 25	$16 50	$1,208 15	$1,354 23	$24,307 40	$27,541 45	$60,750 10	$54,676 77
2	Allen	4,322 84	4,322 80	5,813 05	1,988 23	62,109 87	193,210 85	343,669 47	142,173 91
3	Bartholomew	2,167 72	665 47	8,741 50	1,783 41	5,630 11	49,010 74	115,883 35	51,012 13
4	Benton	3,555 39	3,312 00	10,575 55	512 74	15,047 34	34,875 10	71,217 00	45,525 83
5	Blackford	3,889 68	185 28	3,151 70	2,129 27	2,229 79	23,237 10	42,739 73	8,948 08
6	Boone	3,942 10	2,258 76	12,280 10	5,354 84	18,314 07	38,850 33	107,539 57	83,812 39
7	Brown	1,209 22	469 04	.....	11 40	2,011 08	4,267 66	10,499 80	3,875 79
8	Carroll	2,764 28	80 00	11,376 49	3,805 89	12,375 15	24,394 15	110,202 89	40,400 25
9	Cass	2,365 83	2,667 25	10,681 95	2,119 53	21,159 67	76,535 65	179,925 54	69,333 21
10	Clark	2,224 95	.....	1,481 40	1,423 75	22,462 77	25,552 90	112,259 40	23,944 21
11	Clay	2,409 76	857 24	3,109 70	3,670 01	24,247 65	37,310 52	128,818 06	72,920 21
12	Clinton	5,070 40	3,163 29	18,652 41	3,303 26	68,832 34	50,533 14	162,894 20	64,004 00
13	Crawford	1,254 48	177 72	.....	402 00	3,632 83	6,949 31	14,483 36	13,192 43
14	Daviess	3,947 03	.....	6,421 92	959 94	23,576 00	28,515 73	76,585 30	45,188 68
15	Dearborn	3,028 60	231 97	2,215 81	2,434 13	13,155 66	17,569 93	43,644 76	17,310 44
16	Decatur	3,747 13	90 24	15,334 62	1,253 62	8,162 92	39,892 65	78,055 27	24,841 09
17	Dekalb	2,645 68	2,599 37	5,338 08	3,774 15	13,406 58	27,844 94	67,741 38	34,410 92
18	Delaware	9,448 84	13,409 73	25,573 50	8,201 80	37,399 46	96,044 26	229,422 37	65,940 25
19	Dubois	2,042 99	13 31	.....	94 00	7,784 97	12,872 56	40,674 09	12,452 42
20	Elkhart	6,373 04	2,190 42	12,845 29	1,983 72	49,172 25	72,982 62	169,388 10	96,839 62

21	Fayette	2,609 41	3,976 90	5,681 35	1,534 80	12,351 78	25,862 00	75,407 89	17,554 87
22	Floyd	3,972 32	.....	1,890 15	.....	1,244 00	79,745 37	104,234 58	22,269 30
23	Fountain	2,732 87	890 24	22,967 18	3,489 69	7,237 13	36,067 17	77,595 91	38,060 77
24	Franklin	2,001 80	447 25	6,226 00	1,005 37	2,550 00	10,918 93	39,550 56	10,877 53
25	Fulton	3,712 70	1,035 00	11,233 00	530 54	17,425 36	33,642 27	95,571 91	85,920 80
26	Gibson	3,806 63	2,040 32	5,326 60	1,331 85	22,087 54	35,428 61	120,820 23	60,023 79
27	Grant	7,651 14	2,100 82	4,258 95	6,173 12	26,306 78	64,593 09	188,664 58	210,199 99
28	Greene	4,846 58	2,090 87	2,731 20	3,450 27	23,079 78	46,857 72	124,908 07	44,441 85
29	Hamilton	3,789 66	2,288 35	13,684 34	1,689 85	10,420 91	52,029 86	97,698 61	38,181 96
30	Hancock	3,592 63	2,655 34	13,873 95	2,198 06	15,582 80	24,840 69	66,593 97	38,292 40
31	Harrison	2,166 08	2,100 84	245 00	104 00	7,668 03	15,115 05	43,565 13	10,919 15
32	Hendricks	3,421 81	5,279 49	14,672 93	1,911 09	56,633 59	37,558 36	152,629 98	23,868 93
33	Henry	2,742 83	560 00	18,341 94	4,735 90	60,283 11	42,696 29	154,508 17	57,526 41
34	Howard	5,780 61	130 90	9,609 56	3,100 96	9,819 25	69,270 66	150,529 09	76,893 93
35	Huntington	2,852 01	1,338 00	2,330 45	3,776 48	25,292 70	54,258 04	122,696 84	105,652 04
36	Jackson	3,502 10	1,330 70	5,594 47	668 79	15,106 67	24,051 40	57,022 07	25,840 88
37	Jasper	2,076 93	707 00	9,205 39	1,769 50	25,840 23	21,840 90	63,625 69	22,873 46
38	Jay	3,709 20	3,444 90	5,191 02	1,475 47	31,065 82	29,361 17	82,575 21	32,850 58
39	Jefferson	3,182 71	1,858 62	4,831 45	1,566 85	11,678 64	17,767 83	45,303 55	23,981 34
40	Jennings	1,692 16	4,017 49	1,307 50	967 04	8,172 10	9,245 90	43,260 27	11,034 73
41	Johnson	2,338 04	5,586 55	11,497 74	1,475 07	35,484 20	43,997 50	103,984 38	54,040 94
42	Knox	6,774 53	.....	18,915 70	103 00	61,194 51	83,469 82	261,414 72	140,232 84
43	Kosciusko	4,818 79	.....	26,660 08	2,743 50	44,835 54	58,281 53	194,413 93	80,911 23
44	Lagrange	2,796 44	1,336 52	12,011 93	297 00	20,399 12	22,842 69	66,430 38	27,617 13
45	Lake	7,129 31	10,654 14	22,791 09	2,644 48	231,901 38	221,639 34	880,323 90	423,940 88
46	Laporte	8,635 70	60 25	12,758 97	3,031 74	59,505 71	101,379 38	313,812 94	86,452 22
47	Lawrence	4,684 28	1,384 47	1,839 15	808 50	21,429 41	27,560 37	83,520 95	30,536 31
48	Madison	3,560 97	10,021 00	7,397 87	4,708 98	57,972 59	87,113 88	206,301 24	66,836 30
49	Marion	5,020 22	486,908 87	16,024 50	6,118 25	127,849 60	1,257,811 51	2,377,953 70	716,634 14
50	Marshall	3,306 68	641 99	5,659 67	3,829 40	34,422 93	30,732 81	111,122 34	29,462 79
51	Martin	1,643 64	731 94	266 36	1,394 42	4,023 15	6,856 67	16,727 65	12,792 03
52	Miami	4,986 00	4,445 56	11,406 42	1,477 83	24,243 79	46,901 51	118,224 13	69,130 10
53	Monroe	4,522 15	5,216 32	.....	2,298 48	9,281 25	29,377 04	94,157 48	29,053 51
54	Montgomery	5,451 95	5,165 19	32,071 30	2,700 83	78,306 05	62,460 69	240,116 75	50,827 59
55	Morgan	2,840 68	3,621 17	6,854 50	3,618 04	14,683 13	37,608 56	75,763 09	28,562 63
56	Newton	1,275 19	1,352 89	4,424 20	2,450 25	6,837 89	18,092 81	40,084 90	29,664 93

SPECIAL SCHOOL REVENUE, 1915-1916.

COUNTIES—Continued.

(From Financial Reports of County Superintendents.)

No.	COUNTIES.	R. Amount of Special School Revenue Paid Teachers for Attending Township Institute.	S. Amount Paid for Teaching.	T. Amount Paid for Transportation.	U. Amount Paid for Transfers.	V. Amount of Debts Paid.	W. Amount Otherwise Expended.	X. Total Expenditures.	Y. Amount on Hand July 31, 1916.
57	Noble	$3,690 92	$3,102 74	$9,207 97	$900 50	$26,333 60	$35,299 72	$138,713 83	$57,402 72
58	Ohio	642 47	.....	690 00	132 00	632 50	2,720 18	5,283 55	6,987 07
59	Orange	1,531 43	20 05	3,618 50	3,314 79	18,781 53	15,638 77	51,681 60	33,246 33
60	Owen	1,598 25	417 04	2,392 00	2,600 86	8,314 64	12,934 39	49,462 70	18,076 26
61	Parke	3,053 73	2,882 65	14,020 33	4,439 08	13,603 44	27,250 56	72,942 80	27,553 36
62	Perry	2,594 80	250 00	.....	711 60	1,173 84	11,915 61	21,051 23	9,428 91
63	Pike	2,074 88	2,155 39	359 18	721 00	8,672 94	14,536 26	31,123 52	13,989 50
64	Porter	5,126 46	4,806 25	11,148 75	893 90	14,779 33	43,257 89	101,470 43	41,383 04
65	Posey	2,975 24	882 59	6,329 28	1,376 41	17,946 90	23,488 74	71,475 43	33,308 39
66	Pulaski	2,146 86	.....	6,919 18	1,715 50	12,030 00	23,618 09	73,804 63	14,119 36
67	Putnam	2,997 15	1,407 34	9,838 85	2,240 77	17,834 58	26,175 52	68,745 98	26,179 13
68	Randolph	3,357 81	7,283 01	28,772 77	477 04	67,091 73	58,743 11	221,809 67	76,678 58
69	Ripley	2,240 22	445 80	1,382 15	1,777 90	6,565 73	13,231 25	38,273 16	19,992 33
70	Rush	4,158 22	3,076 25	19,103 83	3,816 96	38,993 09	38,220 07	125,381 99	72,029 07
71	Scott	859 38	133 50	1,725 84	496 60	7,934 99	6,423 79	18,771 10	4,585 78
72	Shelby	4,992 38	777 46	10,399 75	4,690 74	27,085 66	35,998 81	91,349 83	34,731 00
73	Spencer	2,629 66	426 00	2,422 95	3,732 58	4,237 50	14,268 91	30,553 97	16,920 73
74	Starke	1,762 19	1,463 74	7,901 02	2,252 53	15,280 46	16,880 10	65,296 33	22,830 03
75	St. Joseph	16,569 36	2,370 11	4,680 11	12,491 51	164,213 10	211,636 78	438,258 38	168,698 27
76	Steuben	1,876 15	967 75	6,120 20	744 77	6,192 97	18,383 49	80,880 98	26,051 30

77	Sullivan	2,088 29	1,756 18	10,736 66	800 00	18,256 00	48,712 37	125,238 51	84,793 07
78	Switzerland	1,231 87	594 37	198 85	1,753 50	3,270 17	5,941 42	15,607 32	3,925 29
79	Tippecanoe	8,065 28	4,877 00	34,202 04	849 29	63,518 85	70,146 77	309,455 79	92,824 56
80	Tipton	2,101 25	25 00	6,466 01	36 00	13,539 02	20,297 35	50,005 17	110,251 12
81	Union	1,247 42	1,478 12	4,792 50	3,345 02	4,057 30	13,238 22	33,751 67	14,139 47
82	Vanderburgh	2,091 81	8,531 75	2,427 79	2,099 89	26,672 45	143,596 99	368,794 22	99,995 33
83	Vermillion	4,609 68	2,571 78	8,985 20	978 18	20,549 90	40,468 45	98,173 19	67,447 29
84	Vigo	4,748 49	2,604 25	5,694 30	3,219 57	54,378 21	178,778 85	311,855 83	96,931 83
85	Wabash	3,384 99	17,135 11	28,085 13	1,092 03	31,581 92	71,994 30	212,669 31	95,124 25
86	Warren	2,104 87	12 00	9,884 95	1,553 97	12,488 44	17,608 87	77,599 59	21,170 98
87	Warrick	2,069 71	544 99	767 72	1,873 95	7,149 66	26,124 94	45,611 21	24,320 14
88	Washington	2,063 86	793 58	1,401 49	3,264 45	1,870 40	17,690 84	32,263 54	18,613 02
89	Wayne	7,653 50	25,929 66	25,439 18	3,766 13	40,006 79	138,509 82	256,262 91	52,537 43
90	Wells	3,572 49	38 70	6,279 50	2,137 07	13,582 85	28,750 21	59,891 43	41,482 02
91	White	3,070 08	3,564 70	12,095 90	1,569 07	6,152 98	29,064 60	103,353 11	58,713 46
92	Whitley	2,579 27	470 75	6,926 18	4,165 08	14,921 03	24,859 38	71,174 04	20,389 96
	Total	$327,818 38	$715,925 89	$815,999 19	$209,769 56	$2,466,928 88	$5,282,674 43	$13,225,546 48	$5,431,613 29

SPECIAL SCHOOL REVENUE FOR VOCATIONAL SCHOOLS AND DEPARTMENTS, 1915-16.

COUNTIES.

(From Financial Reports af County Superintendents on Form 12 B.)

No.	COUNTIES.	Amount on Hand July 31, 1915.	Special Revenue Derived from Special Levy, not to Exceed 10c, Since July 31, 1915.	Amount Received from the State as Reimbursement for Cost of Maintenance of Vocational Schools or Departments since July 31, 1915.	Total Revenue for Vocational Education.	Total Amount Expended Since July 31, 1915.	Amount on Hand July 31, 1916.
1	Adams	$833 55	$1,129 40		$1,962 95	$1,098 43	$864 52
2	Allen			$6,594 06	6,594 06	6,594 06	
3	Bartholomew	388 52	5 30		393 82		$393 82
4	Benton						
5	Blackford	430 03	4 76	426 67	861 46	842 16	19 30
6	Boone			253 56	253 56		253 56
7	Brown						
8	Carroll			185 05	185 05	185 05	
9	Cass			400 00	400 00	400 00	
10	Clark						
11	Clay			400 00	400 00	400 00	
12	Clinton						
13	Crawford						
14	Daviess						
15	Dearborn			100 00	100 00	100 00	
16	Decatur			66 67	66 67	66 67	
17	Dekalb						
18	Delaware		454 11	1,609 77	2,063 88	1,778 08	285 80
19	Dubois						
20	Elkhart		987 61	48 00	1,035 61	441 25	594 36
21	Fayette						
22	Floyd						
23	Fountain						
24	Franklin			200 67	200 67	200 67	

25	Fulton						
26	Gibson						
27	Grant			837 38	837 38	837 38	
28	Greene	606 86	761 58	88 00	1,456 44	1,028 56	427 88
29	Hamilton	333 33		1,557 33	1,890 66	1,890 66	
30	Hancock	1,020 14	2,221 96		3,242 10	1,840 79	1,401 31
31	Harrison						
32	Hendricks						
33	Henry	926 28			926 28	926 28	
34	Howard						
35	Huntington						
36	Jackson						
37	Jasper		1,606 92		1,606 92	1,606 92	
38	Jay						
39	Jefferson						
40	Jennings						
41	Johnson		445 17	1,500 00	1,945 17	1,910 00	35 17
42	Knox						
43	Kosciusko						
44	Lagrange						
45	Lake	7,725 88	37,229 41	2,114 67	47,069 96	38,963 46	8,106 50
46	Laporte						
47	Lawrence	491 02	989 29		1,480 31	958 07	522 24
48	Madison		752 26	1,611 21	2,363 47	2,189 69	173 78
49	Marion			15,742 05	15,742 05		15,742 05
50	Marshall		1,259 27		1,259 27	713 21	546 06
51	Martin						
52	Miami		90 35		90 35	90 35	
53	Monroe		‡2,338 60		2,338 60	2,338 60	
54	Montgomery	459 11	1,079 98	210 80	1,749 89	1,324 38	425 51
55	Morgan			666 67	666 67	666 67	
56	Newton						
57	Noble						
58	Ohio		329 35		329 35	329 35	
59	Orange						
60	Owen	386 73	265 23		651 96	436 75	215 21
61	Parke						
62	Perry						
63	Pike						
64	Porter						
65	Posey			74 67	74 67		74 67
66	Pulaski			200 00	200 00	200 00	
67	Putnam						
68	Randolph						

SPECIAL SCHOOL REVENUE FOR VOCATIONAL SCHOOLS AND DEPARTMENTS, 1915-16.

COUNTIES—Continued.

(From Financial Reports of County Superintendents on Form 12 B.)

No.	COUNTIES.	Amount on Hand July 31, 1915.	Special Revenue Derived from Special Levy, not to Exceed 10c, Since July 31, 1915.	Amount Received from the State as Reimbursement for Cost of Maintenance of Vocational Schools or Departments since July 31, 1915.	Total Revenue for Vocational Education.	Total Amount Expended Since July 31, 1915.	Amount on Hand July 31, 1916.
69	Ripley						
70	Rush	$717 62	$1,435 94		$2,153 56	$666 29	$1,487 27
71	Scott						
72	Shelby			$606 67	606 67	606 67	
73	Spencer						
74	Starke	414 33	665 25		1,079 58	111 73	967 85
75	St. Joseph	10,738 54	9 58	2,361 98	13,110 10	5,076 51	8,033 59
76	Steuben						
77	Sullivan			81 77	81 77	81 77	
78	Switzerland			306 67	306 67	306 67	
79	Tippecanoc	5,598 45	11,609 86		17,208 31	8,972 88	8,235 43
80	Tipton						
81	Union						
82	Vanderburgh	*1,416 95		2,833 90	4,250 85	4,250 85	
83	Vermillion						
84	Vigo	†18,065 37	23,301 34	6,584 97	47,951 68	39,785 83	8,165 85
85	Wabash						
86	Warren	707 45	526 15		1,233 60		1,233 60
87	Warrick						
88	Washington			33 34	33 34	33 34	
89	Wayne			429 34	429 34	429 34	
90	Wells	1,968 37	1,987 98		3,956 35	2,843 65	1,112 70
91	White			506 45	506 45	506 45	
92	Whitley			509 17	509 17	763 75	Overdrawn 254 58
	Total	$53,228 53	$91,486 65	$49,141 49	$193,856 67	$134,793 22	$59,063 45

*Miscellaneous Receipts.
†$5,681.55 of this amount is Miscellaneous Receipts.
‡Also reported on Form 12A.

AVERAGE LENGTH OF TERM, 1914-1915.

ELEMENTARY SCHOOLS.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	133	165	180	159
2	Allen	155	140	192	162
3	Bartholomew	143	157	180	154
4	Benton	165	180	.....	166
5	Blackford	150	.....	180	165
6	Boone	139	180	180	166
7	Brown	129	136	.....	129
8	Carroll	141	160	180	160
9	Cass	149	166	180	161
10	Clark	125	168	175	156
11	Clay	135	157	180	157
12	Clinton	148	.....	180	158
13	Crawford	112	140	.....	134
14	Daviess	130	155	180	155
15	Dearborn	129	132	180	144
16	Decatur	157	158	180	161
17	Dekalb	141	163	177	157
18	Delaware	148	165	180	164
19	Dubois	119	141	172	128
20	Elkhart	148	167	180	165
21	Fayette	151	160	176	161
22	Floyd	128	140	180	149
23	Fountain	146	170	.....	158
24	Franklin	148	170	.....	159
25	Fulton	140	160	180	145
26	Gibson	143	160	180	161
27	Grant	148	160	178	162
28	Greene	126	180	159	135
29	Hamilton	133	150	180	139
30	Hancock	146	160	170	149
31	Harrison	116	153	.....	134
32	Hendricks	140	170	.....	142
33	Henry	141	180	180	167
34	Howard	141	.....	180	158
35	Huntington	140	160	180	153
36	Jackson	140	150	180	146
37	Jasper	150	170	180	165
38	Jay	139	158	173	150
39	Jefferson	137	.....	180	158
40	Jennings	129	160	170	135
41	Johnson	139	175	180	164
42	Knox	145	.....	170	157
43	Kosciusko	142	160	180	148
44	Lagrange	145	180	.....	162
45	Lake	181	182	189	187
46	Laporte	170	.....	185	178
47	Lawrence	131	.....	180	155
48	Madison	146	160	179	162

AVERAGE LENGTH OF TERM, 1914-1915.

ELEMENTARY SCHOOLS—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	159	180	178	172
50	Marshall	141	172	174	150
51	Martin	114	153	160	142
52	Miami	138	160	180	151
53	Monroe	122	.....	174	138
54	Montgomery	143	160	180	161
55	Morgan	136	160	180	158
56	Newton	161	180	.....	165
57	Noble	150	180	178	169
58	Ohio	119	.....	160	139
59	Orange	116	155	.....	136
60	Owen	121	160	.....	130
61	Parke	138	155	.....	141
62	Perry	120	180	180	160
63	Pike	115	160	.....	137
64	Porter	178	.....	180	179
65	Posey	156	175	160	163
66	Pulaski	142	180	.....	145
67	Putnam	132	147	180	153
68	Randolph	138	160	180	160
69	Ripley	139	160	180	143
70	Rush	148	170	180	166
71	Scott	120	160	.....	125
72	Shelby	138	.....	180	148
73	Spencer	116	140	180	145
74	Starke	155	160	.....	157
75	St. Joseph	160	160	180	166
76	Steuben	152	160	180	155
77	Sullivan	135	160	180	145
78	Switzerland	115	139	160	138
79	Tippecanoe	146	180	185	160
80	Tipton	141	.....	180	145
81	Union	160	180	.....	166
82	Vanderburgh	171	.....	200	185
83	Vermillion	152	170	180	167
84	Vigo	146	180	190	172
85	Wabash	157	180	180	172
86	Warren	137	153	.....	147
87	Warrick	131	160	180	170
88	Washington	118	156	.....	125
89	Wayne	158	165	180	167
90	Wells	141	.....	180	160
91	White	140	175	180	165
92	Whitley	140	172	180	149
	Average	141	163	178	155

AVERAGE LENGTH OF TERM, 1914-1915.

HIGH SCHOOLS.

No.	COUNTIES.	Townships.	Towns.	Cities.	Counties.
1	Adams	160	165	180	168
2	Allen	165	160	192	172
3	Bartholomew	159	157	180	171
4	Benton	168	180	.....	169
5	Blackford	.....	.....	.....	.....
6	Boone	160	180	180	173
7	Brown	143	160	.....	151
8	Carroll	154	180	180	171
9	Cass	160	167	180	168
10	Clark	154	.....	175	165
11	Clay	155	160	180	165
12	Clinton	165	.....	180	170
13	Crawford	.....	156	.....	156
14	Daviess	150	160	180	163
15	Dearborn	160	160	180	174
16	Decatur	160	160	180	163
17	Dekalb	160	170	177	169
18	Delaware	168	165	180	171
19	Dubois	151	160	176	166
20	Elkhart	160	173	180	171
21	Fayette	155	.....	176	167
22	Floyd	.....	.....	180	180
23	Fountain	154	170	.....	162
24	Franklin	151	170	.....	160
25	Fulton	153	160	180	163
26	Gibson	154	160	180	164
27	Grant	160	160	178	167
28	Greene	153	180	164	163
29	Hamilton	160	160	180	166
30	Hancock	155	160	170	157
31	Harrison	140	155	.....	145
32	Hendricks	160	170	.....	161
33	Henry	155	180	180	171
34	Howard	160	.....	180	170
35	Huntington	154	160	180	164
36	Jackson	153	160	180	164
37	Jasper	160	170	180	170
38	Jay	158	160	174	165
39	Jefferson	155	.....	180	168
40	Jennings	128	160	170	149
41	Johnson	160	175	180	171
42	Knox	157	.....	172	164
43	Kosciusko	163	160	180	167
44	Lagrange	160	180	.....	170
45	Lake	180	182	189	187
46	Laporte	170	.....	185	178
47	Lawrence	150	.....	180	165
48	Madison	170	165	179	171

AVERAGE LENGTH OF TERM, 1914-15.

HIGH SCHOOLS.

No.	COUNTIES.	Townships.	Towns.	Cities.	Counties.
49	Marion	160	180	178	172
50	Marshall	154	171	173	166
51	Martin	140	160	160	150
52	Miami	153	160	180	162
53	Monroe	160	.....	174	169
54	Montgomery	155	180	180	171
55	Morgan	160	.....	.....	160
56	Newton	160	180	.....	177
57	Noble	167	180	178	175
58	Ohio	.....	.....	160	160
59	Orange	.....	160	.....	160
60	Owen	153	160	.....	156
61	Parke	160	162	.....	161
62	Perry	155	180	180	172
63	Pike	149	160	.....	154
64	Porter	177	.....	180	178
65	Posey	168	175	180	174
66	Pulaski	160	180	.....	163
67	Putnam	146	160	180	162
68	Randolph	162	160	180	164
69	Ripley	151	160	180	163
70	Rush	155	170	180	168
71	Scott	150	160	.....	155
72	Shelby	156	.....	180	165
73	Spencer	153	158	180	163
74	Starke	160	160	.....	160
75	St. Joseph	160	160	180	166
76	Steuben	164	160	180	168
77	Sullivan	150	166	180	165
78	Switzerland	.....	139	160	149
79	Tippecanoe	160	180	185	163
80	Tipton	160	.....	180	166
81	Union	162	180	.....	171
82	Vanderburgh	.....	.....	200	200
83	Vermillion	160	170	180	170
84	Vigo	157	180	190	176
85	Wabash	160	180	180	180
86	Warren	160	170	.....	165
87	Warrick	143	160	180	180
88	Washington	116	173	.....	144
89	Wayne	160	165	180	168
90	Wells	160	.....	180	170
91	White	164	175	180	173
92	Whitley	158	168	180	167
	Average	157	180	179	166

AVERAGE LENGTH OF TERM IN ELEMENTARY SCHOOLS, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES AND COUNTIES.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	134	170	180	161
2	Allen	160	150	193	178
3	Bartholomew	145	160	180	156
4	Benton	168	180	.....	169
5	Blackford	153	.....	180	169
6	Boone	135	180	180	144
7	Brown	130	137	.....	131
8	Carroll	142	140	180	154
9	Cass	152	165	180	155
10	Clark	125	162	180	155
11	Clay	137	155	180	140
12	Clinton	146	.....	180	157
13	Crawford	111	140	.....	126
14	Daviess	128	150	180	153
15	Dearborn	140	149	180	156
16	Decatur	159	155	180	165
17	Dekalb	142	168	178	150
18	Delaware	165	165	189	173
19	Dubois	119	133	175	128
20	Elkhart	148	169	180	165
21	Fayette	148	160	177	160
22	Floyd	132	133	180	148
23	Fountain	145	.....	171	158
24	Franklin	148	180	.....	167
25	Fulton	143	160	180	161
26	Gibson	142	160	178	176
27	Grant	145	160	179	159
28	Greene	132	180	155	140
29	Hamilton	134	152	180	143
30	Hancock	147	160	162	157
31	Harrison	117	153	.....	135
32	Hendricks	141	170	.....	143
33	Henry	142	180	180	167
34	Howard	143	.....	171	156
35	Huntington	140	160	180	160
36	Jasper	138	149	180	147
37	Jasper	150	170	180	165
38	Jay	142	159	172	150
39	Jefferson	118	.....	180	149
40	Jennings	125	160	180	155
41	Johnson	137	172	175	149
42	Knox	141	.....	168	146
43	Kosciusko	160	160	180	163
44	Lagrange	160	180	.....	146
45	Lake	180	182	196	192
46	Laporte	169	.....	185	177
47	Lawrence	136	.....	175	148
48	Madison	143	160	179	161

AVERAGE LENGTH OF TERM IN ELEMENTARY SCHOOLS, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES AND COUNTIES—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	161	180	174	164
50	Marshall	142	172	178	156
51	Martin	117	147	160	120
52	Miami	143	160	180	155
53	Monroe	125	.....	174	143
54	Montgomery	143	160	178	160
55	Morgan	134	160	180	140
56	Newton	160	174	.....	163
57	Noble	150	180	177	169
58	Ohio	119	.....	160	127
59	Orange	117	160	.....	127
60	Owen	121	160	.....	126
61	Parke	137	155	.....	140
62	Perry	123	160	180	155
63	Pike	116	160	.....	122
64	Porter	180	.....	180	180
65	Posey	155	170	180	168
66	Pulaski	144	170	.....	157
67	Putnam	142	147	180	145
68	Randolph	138	160	180	148
69	Ripley	135	162	180	142
70	Rush	149	170	180	167
71	Scott	123	160	.....	128
72	Shelby	143	.....	180	147
73	Spencer	124	138	180	147
74	Starke	150	161	.....	152
75	St. Joseph	160	160	180	175
76	Steuben	158	160	180	161
77	Sullivan	130	161	180	139
78	Switzerland	120	139	160	129
79	Tippecanoe	158	180	185	161
80	Tipton	142	.....	180	148
81	Union	156	180	.....	168
82	Vanderburgh	172	.....	200	175
83	Vermillion	153	170	180	160
84	Vigo	146	180	190	172
85	Wabash	160	180	176	172
86	Warren	143	160	.....	151
87	Warrick	130	160	179	135
88	Washington	119	145	.....	129
89	Wayne	158	165	180	167
90	Wells	140	.....	180	160
91	White	145	173	180	166
92	Whitley	140	175	180	149
	Average	142	162	178	154

AVERAGE LENGTH OF TERM IN HIGH SCHOOLS, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES, AND COUNTIES.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	160	170	180	170
2	Allen	164	.....	193	170
3	Bartholomew	159	160	180	172
4	Benton	168	180	.....	169
5	Blackford	180	.....	180	180
6	Boone	160	180	180	174
7	Brown	140	157	.....	148
8	Carroll	160	160	180	166
9	Cass	152	165	180	155
10	Clark	155	.....	180	167
11	Clay	160	150	180	169
12	Clinton	160	.....	180	170
13	Crawford	.....	158	.....	158
14	Daviess	150	160	180	163
15	Dearborn	170	180	180	176
16	Decatur	160	160	180	167
17	Dekalb	160	171	178	169
18	Delaware	165	165	189	173
19	Dubois	151	160	173	163
20	Elkhart	160	170	180	170
21	Fayette	153	.....	177	166
22	Floyd	.....	160	180	170
23	Fountain	153	.....	171	161
24	Franklin	154	180	.....	167
25	Fulton	153	160	180	165
26	Gibson	157	160	178	160
27	Grant	159	160	178	168
28	Greene	152	180	167	165
29	Hamilton	160	160	180	164
30	Hancock	157	160	162	160
31	Harrison	140	155	.....	147
32	Hendricks	160	170	.....	161
33	Henry	160	180	180	173
34	Howard	160	.....	180	172
35	Huntington	157	160	180	166
36	Jackson	155	160	180	166
37	Jasper	160	170	180	170
38	Jay	159	160	172	165
39	Jefferson	150	.....	180	165
40	Jennings	132	160	180	157
41	Johnson	163	172	175	168
42	Knox	158	.....	169	160
43	Kosciusko	160	160	180	163
44	Lagrange	160	180	.....	161
45	Lake	180	182	196	192
46	Laporte	169	.....	185	177
47	Lawrence	157	.....	170	160
48	Madison	170	165	179	171

AVERAGE LENGTH OF TERM IN HIGH SCHOOLS, 1915-1915.

BY TOWNSHIPS, TOWNS, CITIES, AND COUNTIES—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	160	180	174	163
50	Marshall	155	172	178	168
51	Martin	148	160	160	157
52	Miami	153	160	180	161
53	Monroe	160	.....	174	168
54	Montgomery	157	180	178	171
55	Morgan	154	160	180	156
56	Newton	160	180	.....	178
57	Noble	160	180	177	172
58	Ohio	.....	.....	160	160
59	Orange	.....	160	.....	160
60	Owen	152	160	.....	156
61	Parke	160	170	.....	162
62	Perry	154	160	180	165
63	Pike	146	160	.....	148
64	Porter	180	.....	180	180
65	Posey	165	175	180	171
66	Pulaski	160	170	.....	165
67	Putnam	150	160	180	153
68	Randolph	160	160	180	164
69	Ripley	147	162	180	157
70	Rush	157	170	180	169
71	Scott	157	160	.....	158
72	Shelby	153	.....	180	166
73	Spencer	155	159	180	164
74	Starke	160	161	.....	160
75	St. Joseph	160	160	180	175
76	Steuben	164	160	180	162
77	Sullivan	157	170	180	173
78	Switzerland	.....	139	160	146
79	Tippecanoe	162	180	185	165
80	Tipton	160	.....	180	167
81	Union	160	180	.....	167
82	Vanderburgh	.....	.....	200	200
83	Vermillion	160	170	180	167
84	Vigo	163	180	190	178
85	Wabash	160	180	176	172
86	Warren	161	180	.....	170
87	Warrick	160	.....	179	162
88	Washington	128	159	.....	150
89	Wayne	160	165	180	168
90	Wells	160	.....	180	170
91	White	160	173	180	171
92	Whitley	158	176	180	171
	Average	158	167	179	166

NUMBER OF PUPILS ENROLLED IN COMMISSIONED HIGH SCHOOLS, 1914-1915

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	44	196	217	457
2	Allen	268	.....	930	1,198
3	Bartholomew	76	80	480	636
4	Benton	354	63	.....	417
5	Blackford	.....	.....	332	332
6	Boone	228	95	312	635
7	Brown	.....	80	.....	80
8	Carroll	202	106	190	498
9	Cass	230	132	534	896
10	Clark	.....	.....	.....	.....
11	Clay	.....	.....	.....	.....
12	Clinton	364	.....	.....	364
13	Crawford	.....	178	.....	178
14	Daviess	109	145	276	530
15	Dearborn	.....	.....	312	312
16	Decatur	165	88	210	463
17	Dekalb	65	156	414	635
18	Delaware	425	137	575	1,137
19	Dubois	35	.....	133	168
20	Elkhart	169	279	716	1,164
21	Fayette	.....	.....	255	255
22	Floyd	.....	.....	428	428
23	Fountain	194	367	.....	561
24	Franklin	.....	104	.....	104
25	Fulton	177	53	233	463
26	Gibson	211	131	285	627
27	Grant	204	324	640	1,168
28	Greene	134	268	340	742
29	Hamilton	408	185	226	819
30	Hancock	183	83	190	456
31	Harrison	.....	141	.....	141
32	Hendricks	541	151	.....	692
33	Henry	97	196	258	551
34	Howard	259	.....	536	795
35	Huntington	.....	403	415	818
36	Jackson	85	149	268	502
37	Jasper	.....	118	195	313
38	Jay	169	68	287	524
39	Jefferson	33	.....	210	243
40	Jennings	.....	.....	.....	.....
41	Johnson	173	176	263	612
42	Knox	511	.....	503	1,014
43	Kosciusko	286	136	263	685
44	Lagrange	286	127	.....	413
45	Lake	.....	.....	.....	.....
46	Laporte	262	.....	692	954
47	Lawrence	.....	.....	419	419
48	Madison	.....	333	1,039	1,372

NUMBER OF PUPILS ENROLLED IN COMMISSIONED HIGH SCHOOLS, 1914-1915—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	.....	.....	.....	.....
50	Marshall	35	454	202	691
51	Martin	.....	.....	.....	.....
52	Miami	110	151	215	476
53	Monroe	104	.....	460	564
54	Montgomery	459	105	424	988
55	Morgan	280	83	252	615
56	Newton	.....	320	.....	320
57	Noble	317	93	317	727
58	Ohio	.....	.....	80	80
59	Orange	.....	301	.....	301
60	Owen	16	217	.....	233
61	Parke	151	171	.....	322
62	Perry	.....	24	101	125
63	Pike	115	154	.....	269
64	Porter	230	.....	.....	230
65	Posey	114	107	292	513
66	Pulaski	188	122	.....	310
67	Putnam	.....	.....	.....	.....
68	Randolph	527	108	296	931
69	Ripley	48	186	57	291
70	Rush	89	68	178	335
71	Scott	.....	130	.....	130
72	Shelby	211	.....	334	545
73	Spencer	57	168	140	365
74	Starke	.....	195	.....	195
75	St. Joseph	172	60	1,344	1,576
76	Steuben	164	90	129	383
77	Sullivan	102	177	288	567
78	Switzerland	.....	.....	111	111
79	Tippecanoe	359	187	507	1,053
80	Tipton	257	.....	191	448
81	Union	.....	134	.....	134
82	Vanderburgh	.....	.....	.....	.....
83	Vermillion	143	96	221	460
84	Vigo	.....	.....	.....	.....
85	Wabash	405	102	255	762
86	Warren	63	.....	.....	63
87	Warrick	.....	62	194	256
88	Washington	.....	.....	.....	.....
89	Wayne	183	208	684	1,075
90	Wells	186	.....	269	455
91	White	131	321	170	622
92	Whitley	26	163	193	382
	Total	12,189	10,005	21,480	43,674

NUMBER OF PUPILS ENROLLED IN CERTIFIED HIGH SCHOOLS, 1914-1915

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	.....	.....	.....	.....
2	Allen	.....	.....	.....	.....
3	Bartholomew	.....	.....	.....	.....
4	Benton	56	.....	.....	56
5	Blackford	.....	.....	.....	.....
6	Boone	.....	.....	.....	.....
7	Brown	47	.....	.....	47
8	Carroll	37	.....	.....	37
9	Cass	9	.....	.....	9
10	Clark	.....	.....	.....	.....
11	Clay	.....	.....	.....	.....
12	Clinton	79	.....	.....	79
13	Crawford	.....	.....	.....	.....
14	Daviess	50	.....	.....	50
15	Dearborn	.....	.....	.....	.....
16	Decatur	.....	.....	.....	.....
17	Dekalb	.....	.....	.....	.....
18	Delaware	.....	.....	.....	.....
19	Dubois	66	56	.....	122
20	Elkhart	.....	.....	.....	.....
21	Fayette	77	.....	.....	77
22	Floyd	.....	.....	.....	.....
23	Fountain	.....	.....	.....	.....
24	Franklin	.....	.....	.....	.....
25	Fulton	184	.....	.....	184
26	Gibson	179	.....	.....	179
27	Grant	20	.....	.....	20
28	Greene	143	.....	.....	143
29	Hamilton	65	.....	.....	65
30	Hancock	96	.....	.....	96
31	Harrison	188	103	.....	291
32	Hendricks	76	.....	.....	76
33	Henry	179	.....	.....	179
34	Howard	.....	.....	.....	.....
35	Huntington	294	.....	.....	294
36	Jackson	71	.....	.....	71
37	Jasper	.....	.....	.....	.....
38	Jay	37	.....	.....	37
39	Jefferson	182	.....	.....	182
40	Jennings	.....	.....	.....	.....
41	Johnson	139	.....	.....	139
42	Knox	.....	.....	.....	.....
43	Kosciusko	134	60	.....	194
44	Lagrange	.....	.....	.....	.....
45	Lake	.....	.....	.....	.....
46	Laporte	.....	.....	.....	.....
47	Lawrence	299	.....	.....	299
48	Madison	.....	.....	.....	.....

NUMBER OF PUPILS ENROLLED IN CERTIFIED HIGH SCHOOLS, 1914-1915—Continued.

Mo.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	.....	.....	.....	.....
50	Marshall	108	.....	.....	108
51	Martin	.....	.....	.....	.....
52	Miami	136	.....	.....	136
53	Monroe	.....	.....	.....	.....
54	Montgomery	179	.....	.....	179
55	Morgan	40	.....	.....	40
56	Newton	.....	.....	.....	.....
57	Noble	.....	.....	.....	.....
58	Ohio	.....	.....	.....	.....
59	Orange	.....	.....	.....	.....
60	Owen	123	.....	.....	123
61	Parke	128	.....	.....	128
62	Perry	125	.....	.....	125
63	Pike	95	.....	.....	95
64	Porter	15	.....	.....	15
65	Posey	.....	.....	.....	.....
66	Pulaski	.....	.....	.....	.....
67	Putnam	.....	.....	.....	.....
68	Randolph	34	.....	.....	34
69	Ripley	.....	.....	.....	.....
70	Rush	163	.....	.....	163
71	Scott	29	.....	.....	29
72	Shelby	.....	.....	.....	.....
73	Spencer	25	.....	.....	25
74	Starke	80	.....	.....	80
75	St. Joseph	.....	.....	.....	.....
76	Steuben	23	.....	.....	23
77	Sullivan	198	51	.....	249
78	Switzerland	.....	87	.....	87
79	Tippecanoe	27	.....	.....	27
80	Tipton	.....	.....	.....	.....
81	Union	.....	.....	.....	.....
82	Vanderburgh	.....	.....	.....	.....
83	Vermillion	13	.....	.....	13
84	Vigo	.....	.....	.....	.....
85	Wabash	26	.....	.....	26
86	Warren	.....	.....	.....	.....
87	Warrick	167	.....	.....	167
88	Washington	.....	.....	.....	.....
89	Wayne	46	.....	.....	46
90	Wells	32	.....	.....	32
91	White	.....	.....	.....	.....
92	Whitley	126	.....	.....	126
	Total	4,645	357	.....	5,002

NUMBER OF PUPILS ENROLLED IN NON-CERTIFIED HIGH SCHOOLS, 1914-1915.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	44			44
2	Allen				
3	Bartholomew	45	9		54
4	Benton				
5	Blackford	32			32
6	Boone				
7	Brown				
8	Carroll	65			65
9	Cass				
10	Clark				
11	Clay				
12	Clinton				
13	Crawford		30		30
14	Daviess	47			47
15	Dearborn	27	22		49
16	Decatur	79			79
17	Dekalb				
18	Delaware	24			24
19	Dubois	9			9
20	Elkhart	19			19
21	Fayette	56			56
22	Floyd				
23	Fountain	19			19
24	Franklin	81	6		87
25	Fulton				
26	Gibson	4			4
27	Grant	6			6
28	Greene	50			50
29	Hamilton				
30	Hancock	27			27
31	Harrison	15	7		22
32	Hendricks	15			15
33	Henry	37			37
34	Howard				
35	Huntington				
36	Jackson	60			60
37	Jasper	7			7
38	Jay	19			19
39	Jefferson	31			31
40	Jennings				
41	Johnson				
42	Knox	10			10
43	Kosciusko	30	20		50
44	Lagrange	104			104
45	Lake				
46	Laporte	44			44
47	Lawrence	5			5
48	Madison	23			23

NUMBER OF PUPILS ENROLLED IN NON-CERTIFIED HIGH SCHOOLS, 1914-1915—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	.....	.....	.....	.....
50	Marshall	12	.....	.....	12
51	Martin	.....	.....	.....	.....
52	Miami	27	.....	.....	27
53	Monroe	.....	.....	.....	.....
54	Montgomery	8	.....	.....	8
55	Morgan	17	.....	.....	17
56	Newton	16	.....	.....	16
57	Noble	.....	.....	.....	.....
58	Ohio	.....	.....	.....	.....
59	Orange	.....	.....	.....	.....
60	Owen	17	.....	.....	17
61	Parke	.....	.....	.....	.....
62	Perry	15	.....	.....	15
63	Pike	41	.....	.....	41
64	Porter	38	.....	.....	38
65	Posey	26	.....	32	58
66	Pulaski	26	.....	.....	26
67	Putnam	.....	.....	.....	.....
68	Randolph	11	.....	.....	11
69	Ripley	33	16	.....	49
70	Rush	49	.....	.....	49
71	Scott	15	.....	.....	15
72	Shelby	53	.....	.....	53
73	Shelby	8	.....	.....	8
74	Starke	8	.....	.....	8
75	St. Joseph	9	.....	.....	9
76	Steuben	33	.....	.....	33
77	Sullivan	31	.....	.....	31
78	Switzerland	.....	.....	.....	.....
79	Tippecanoe	13	.....	.....	13
80	Tipton	29	.....	.....	29
81	Union	38	.....	.....	38
82	Vanderburgh	.....	.....	.....	.....
83	Vermillion	.....	.....	.....	.....
84	Vigo	.....	.....	.....	.....
85	Wabash	.....	.....	.....	.....
86	Warren	24	.....	.....	24
87	Warrick	28	.....	.....	28
88	Washington	.....	.....	.....	.....
89	Wayne	21	.....	.....	21
90	Wells	94	.....	.....	94
91	White	.....	.....	.....	.....
92	Whitley	41	.....	.....	41
	Total	1,815	110	32	1,957

NUMBER OF HIGH SCHOOLS, 1914-1915.

No.	COUNTIES.	No. High Schools.			Number Consolidated Schools Employing 4 or More Teachers.	Number Schools Having only One Teacher, District Schools.
		Commissioned.	Certified.	Non-Certified.		
1	Adams	4		3	1	76
2	Allen	6			2	143
3	Bartholomew	4		4	6	57
4	Benton	7	3		8	52
5	Blackford	1		1	1	36
6	Boone	5			5	84
7	Brown	1	2			73
8	Carroll	6	1	3	7	66
9	Cass	9	1		7	64
10	Clark					
11	Clay					
12	Clinton	7	2		10	50
13	Crawford	3		2		79
14	Daviess	5	2	3	3	84
15	Dearborn	2		4	7	87
16	Decatur	6		4	7	32
17	Dekalb	7			2	79
18	Delaware	10		1	13	37
19	Dubois	3	3	1	3	84
20	Elkhart	10		1	6	88
21	Fayette		4	3	5	20
22	Floyd	2			1	35
23	Fountain	8		2	8	33
24	Franklin	1		8		53
25	Fulton	4	4		5	56
26	Gibson	6	5	1	3	88
27	Grant	9	1	1	3	86
28	Greene	6	4	3	1	118
29	Hamilton	8	2		9	47
30	Hancock	6	3	1	10	33
31	Harrison	1	7	2	5	124
32	Hendricks	8	2	2	12	46
33	Henry	5	5	3	11	35
34	Howard	5			4	44
35	Huntington	5	7			86
36	Jackson	5	2	3	1	72
37	Jasper	3		1	1	77
38	Jay	6	1	1	2	81
39	Jefferson	3	5	1	1	75
40	Jennings					
41	Johnson	7	3		9	43
42	Knox	12		2	23	64
43	Kosciusko	9	4	3	7	75
44	Lagrange	6		6	11	55
45	Lake					
46	Laporte	9		2	8	78
47	Lawrence	2	9	1		83
48	Madison	7		1	8	104

NUMBER OF HIGH SCHOOLS, 1914-1915—Continued.

No.	COUNTIES.	No. High Schools.			Number Consolidated Schools Employing 4 or More Teachers.	Number Schools Having only One Teacher, District Schools.
		Commissioned.	Certified.	Non-Certified.		
49	Marion	.....	.....	.....	.....	.....
50	Marshall	6	3	1	5	96
51	Martin	.....	.....	.....	.....	.....
52	Miami	5	4	3	9	70
53	Monroe	4	.....	.....	.....	94
54	Montgomery	9	5	1	12	25
55	Morgan	7	1	2	7	77
56	Newton	4	.....	1	.....	55
57	Noble	9	.....	2	2	75
58	Ohio	1	.....	.....	.....	21
59	Orange	4	.....	.....	1	85
60	Owen	2	3	1	1	78
61	Parke	5	3	.....	4	68
62	Perry	3	6	1	.....	96
63	Pike	3	3	2	.....	91
64	Porter	5	1	3	1	65
65	Posey	6	.....	2	4	44
66	Pulaski	5	.....	2	6	56
67	Putnam	.....	.....	.....	.....	.....
68	Randolph	16	1	1	14	44
69	Ripley	5	.....	3	1	88
70	Rush	4	5	4	10	32
71	Scott	1	1	1	1	36
72	Shelby	6	.....	5	10	66
73	Spencer	5	1	1	3	84
74	Starke	3	3	1	5	47
75	St. Joseph	6	.....	1	.....	107
76	Steuben	6	1	2	5	60
77	Sullivan	5	5	2	5	90
78	Switzerland	1	2	.....	.....	74
79	Tippecanoe	12	1	1	13	34
80	Tipton	5	.....	2	6	49
81	Union	.....	.....	6	.....	19
82	Vanderburgh	.....	.....	.....	.....	.....
83	Vermillion	6	1	.....	13	32
84	Vigo	.....	.....	.....	.....	.....
85	Wabash	10	2	.....	10	43
86	Warren	3	.....	2	1	65
87	Warrick	2	4	1	10	102
88	Washington	.....	.....	.....	.....	.....
89	Wayne	10	2	2	7	38
90	Wells	4	1	4	4	80
91	White	8	.....	.....	3	73
92	Whitley	4	3	2	4	60
	Total	439	144	136	413	5,401

NUMBER PUPILS ENROLLED IN COMMISSIONED HIGH SCHOOLS, 1915-1916.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	40	196	183	419
2	Allen	256	.....	1,055	1,311
3	Bartholomew	81	85	515	681
4	Benton	370	77	.....	447
5	Blackford	36	.....	346	382
6	Boone	271	102	337	710
7	Brown	.....	74	.....	74
8	Carroll	344	104	228	676
9	Cass	271	140	688	1,099
10	Clark	65	.....	377	442
11	Clay	116	119	465	700
12	Clinton	451	.....	454	905
13	Crawford	.....	206	.....	206
14	Daviess	114	146	280	540
15	Dearborn	.....	.....	311	311
16	Decatur	164	94	211	469
17	Dekalb	67	164	444	675
18	Delaware	418	139	751	1,308
19	Dubois	29	.....	155	184
20	Elkhart	188	283	892	1,363
21	Fayette	.....	.....	274	274
22	Floyd	.....	.....	451	451
23	Fountain	204	.....	402	606
24	Franklin	.....	97	.....	97
25	Fulton	219	79	242	540
26	Gibson	351	150	285	786
27	Grant	168	318	698	1,184
28	Greene	143	302	337	782
29	Hamilton	415	207	225	847
30	Hancock	242	80	216	538
31	Harrison	.....	125	.....	125
32	Hendricks	688	141	.....	829
33	Henry	345	202	250	797
34	Howard	252	.....	659	911
35	Huntington	.....	411	461	872
36	Jackson	164	153	285	602
37	Jasper	.....	136	193	329
38	Jay	211	77	308	596
39	Jefferson	70	.....	222	292
40	Jennings	.....	.....	120	120
41	Johnson	310	186	300	796
42	Knox	451	.....	672	1,123
43	Kosciusko	413	141	250	804
44	Lagrange	268	128	.....	396
45	Lake	152	87	1,958	2,197
46	Laporte	292	.....	687	979
47	Lawrence	83	.....	442	525
48	Madison	.....	314	1,290	1,604

NUMBER PUPILS ENROLLED IN COMMISSIONED HIGH SCHOOLS, 1915-1916—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	505	.....	5,193	5,698
50	Marshall	86	434	221	741
51	Martin	.....	60	73	133
52	Miami	152	148	259	559
53	Monroe	111	.....	464	575
54	Montgomery	479	91	448	1,018
55	Morgan	229	133	255	617
56	Newton	.....	311	.....	311
57	Noble	321	96	316	733
58	Ohio	.....	.....	87	87
59	Orange	.....	359	.....	359
60	Owen	52	237	.....	289
61	Parke	189	154	.....	343
62	Perry	.....	17	103	120
63	Pike	110	168	.....	278
64	Porter	232	.....	260	492
65	Posey	117	110	281	508
66	Pulaski	228	112	.....	340
67	Putnam	.....	247	239	486
68	Randolph	542	98	295	935
69	Ripley	50	195	67	312
70	Rush	85	73	191	349
71	Scott	32	125	.....	157
72	Shelby	209	.....	358	567
73	Spencer	53	181	138	372
74	Starke	74	193	.....	267
75	St. Joseph	187	60	1,417	1,664
76	Steuben	184	94	152	430
77	Sullivan	133	210	296	639
78	Switzerland	.....	.....	.....	.....
79	Tippecanoe	386	198	568	1,152
80	Tipton	249	.....	239	488
81	Union	.....	139	.....	139
82	Vanderburgh	.....	.....	1,295	1,295
83	Vermillion	173	99	264	536
84	Vigo	259	142	1,649	2,050
85	Wabash	480	103	284	867
86	Warren	126	85	.....	211
87	Warrick	.....	51	204	255
88	Washington	.....	330	.....	330
89	Wayne	242	248	793	1,283
90	Wells	221	.....	268	489
91	White	242	255	180	677
92	Whitley	165	200	205	570
	Total	15,625	11,019	35,981	62,625

NUMBER PUPILS ENROLLED IN CERTIFIED HIGH SCHOOLS, 1915-1916.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	.....	.....	.....	.....
2	Allen	.....	.....	.....	.....
3	Bartholomew	.....	.....	.....	.....
4	Benton	44	.....	.....	44
5	Blackford	.....	.....	.....	.....
6	Boone	.....	.....	.....	.....
7	Brown	56	.....	.....	56
8	Carroll	70	.....	.....	70
9	Cass	14	.....	.....	14
10	Clark	88	.....	.....	88
11	Clay	76	31	.....	107
12	Clinton	.....	.....	.....	.....
13	Crawford	.....	.....	.....	.....
14	Daviess	50	.....	.....	50
15	Dearborn	.....	.....	.....	.....
16	Decatur	.....	.....	.....	.....
17	Dekalb	.....	.....	.....	.....
18	Delaware	.....	.....	.....	.....
19	Dubois	77	65	.....	142
20	Elkhart	.....	.....	.....	.....
21	Fayette	112	.....	.....	112
22	Floyd	.....	48	.....	48
23	Fountain	.....	.....	.....	.....
24	Franklin	.....	.....	.....	.....
25	Fulton	136	.....	.....	136
26	Gibson	84	.....	.....	84
27	Grant	.....	.....	.....	.....
28	Greene	145	.....	.....	145
29	Hamilton	79	.....	.....	79
30	Hancock	55	.....	.....	55
31	Harrison	209	121	.....	330
32	Hendricks	.....	.....	.....	.....
33	Henry	31	.....	.....	31
34	Howard	.....	.....	.....	.....
35	Huntington	311	.....	.....	311
36	Jackson	22	.....	.....	22
37	Jasper	.....	.....	.....	.....
38	Jay	.....	.....	.....	.....
39	Jefferson	158	.....	.....	158
40	Jennings	158	28	.....	186
41	Johnson	.....	.....	.....	.....
42	Knox	.....	.....	.....	.....
43	Kosciusko	73	32	.....	105
44	Lagrange	16	.....	.....	16
45	Lake	36	.....	.....	36
46	Laporte	.....	.....	.....	.....
47	Lawrence	246	.....	.....	246
48	Madison	.....	.....	.....	.....

NUMBER PUPILS ENROLLED IN CERTIFIED HIGH SCHOOLS, 1915-1916—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	24			24
50	Marshall	69			69
51	Martin	32			32
52	Miami	134			134
53	Monroe				
54	Montgomery	186			186
55	Morgan	45			45
56	Newton				
57	Noble				
58	Ohio				
59	Orange				
60	Owen	71			71
61	Parke	131			131
62	Perry	161			161
63	Pike	101			101
64	Porter	11			11
65	Posey				
66	Pulaski				
67	Putnam				
68	Randolph	30			30
69	Ripley				
70	Rush	161			161
71	Scott				
72	Shelby				
73	Spencer	33			33
74	Starke	34			34
75	St. Joseph				
76	Steuben	42			42
77	Sullivan	168	44		212
78	Switzerland		79		79
79	Tippecanoe	49			49
80	Tipton				
81	Union				
82	Vanderburgh				
83	Vermillion				
84	Vigo	70			70
85	Wabash				
86	Warren	19			19
87	Warrick	203			203
88	Washington				
89	Wayne				
90	Wells	36			36
91	White				
92	Whitley				
	Total	4,156	448		4,604

NUMBER PUPILS ENROLLED IN NON-CERTIFIED HIGH SCHOOLS, 1915-1916.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
1	Adams	63			63
2	Allen				
3	Bartholomew	44			44
4	Benton				
5	Blackford				
6	Boone				
7	Brown				
8	Carroll	36			36
9	Cass				
10	Clark	60			60
11	Clay	12			12
12	Clinton	18			18
13	Crawford		8		8
14	Daviess	41			41
15	Dearborn	21	26		47
16	Decatur	97			97
17	Dekalb				
18	Delaware	24			24
19	Dubois	11			11
20	Elkhart	6			6
21	Fayette	35			35
22	Floyd				
23	Fountain	12			12
24	Franklin	77			77
25	Fulton				
26	Gibson	7			7
27	Grant	9			9
28	Green	50			50
29	Hamilton	10			10
30	Hancock	16			16
31	Harrison				
32	Hendricks	15			15
33	Henry	18			18
34	Howard				
35	Huntington				
36	Jackson	56			56
37	Jasper	25			25
38	Jay	13			13
39	Jefferson	9			9
40	Jennings	100			100
41	Johnson				
42	Knox	52		4	56
43	Kosciusko	18			18
44	Lagrange	102			102
45	Lake	44	8		52
46	Laporte	53			53
47	Lawrence				
48	Madison				

NUMBER PUPILS ENROLLED IN NON-CERTIFIED HIGH SCHOOLS, 1915-1916—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	Total.
49	Marion	16	16		32
50	Marshall				
51	Martin	15			15
52	Miami	46			46
53	Monroe				
54	Montgomery				
55	Morgan	23			23
56	Newton	18			18
57	Noble				
58	Ohio				
59	Orange				
60	Owen	13			13
61	Parke				
62	Perry				
63	Pike	42			42
64	Porter	57			57
65	Posey	26		29	55
66	Pulaski	15			15
67	Putnam	210			210
68	Randolph	27			27
69	Ripley	43	20		63
70	Rush	81			81
71	Scott	21			21
72	Shelby	57			57
73	Spencer	17			17
74	Starke	15			15
75	St. Joseph	7			7
76	Steuben	61			61
77	Sullivan	60			60
78	Switzerland				
79	Tippecanoe				
80	Tipton	9			9
81	Union	47			47
82	Vanderburgh				
83	Vermillion				
84	Vigo	23			23
85	Wabash				
86	Warren	14			14
87	Warrick	30			30
88	Washington	63	31		94
89	Wayne	15			15
90	Wells	75			75
91	White				
92	Whitley	48			48
	Total	2,348	109	33	2,490

NUMBER HIGH SCHOOLS, 1915-1916.

No.	COUNTIES.	Commissioned	Certified	Non-Certified	Number Consolidated Schools Employing 4 or More Teachers.	Number of Schools Having Only One Teacher, District Schools.
1	Adams	4		3	1	75
2	Allen	6			3	148
3	Bartholomew	4		3	5	52
4	Benton	8	2		8	47
5	Blackford	3				35
6	Boone	6			4	81
7	Brown	1	2			71
8	Carroll	7	2	2	6	52
9	Cass	9	1		7	66
10	Clark	2	2	1	1	81
11	Clay	4	3	1	5	73
12	Clinton	9		1	9	43
13	Crawford	4		1		80
14	Daviess	5	2	3	2	91
15	Dearborn	2		4	3	88
16	Decatur	6		4	7	30
17	Dekalb	7			5	72
18	Delaware	10		1	14	35
19	Dubois	3	3	1	3	87
20	Elkhart	9		1	6	90
21	Fayette	1	5	2	5	19
22	Floyd	2	1		1	28
23	Fountain	8			8	32
24	Franklin	1		7		55
25	Fulton	5	3		6	57
26	Gibson	10	1	1	3	93
27	Grant	9		1	3	89
28	Greene	6	4	2	1	109
29	Hamilton	8	2	1	7	47
30	Hancock	7	2	1	6	36
31	Harrison	1	8	1	6	140
32	Hendricks	10		1	14	41
33	Henry	10	1	2	10	32
34	Howard	5			4	45
35	Huntington	5	7			92
36	Jackson	7	1	2	1	71
37	Jasper	3		1	1	90
38	Jay	7		1	4	72
39	Jefferson	4	5	1	10	72
40	Jennings	1	5	5	4	73
41	Johnson	10			9	37
42	Knox	11		3	21	60
43	Kosciusko	11	3	1	8	67
44	Lagrange	6	1	5	9	49
45	Lake	8	1	5	21	24
46	Laporte	9		3	7	74
47	Lawrence	4	7			85
48	Madison	7			5	104

NUMBER HIGH SCHOOLS, 1915-1916—Continued.

No.	COUNTIES.	Commissioned	Certified	Non-Certified	Number Consolidated Schools Employing 4 or More Teachers.	Number of Schools Having Only One Teacher, District Schools.
49	Marion	13	2	2	19	34
50	Marshall	7	2	.....	5	99
51	Martin	2	1	2	.....	92
52	Miami	6	3	3	10	62
53	Monroe	4	.....	.....	.....	95
54	Montgomery	8	5	.....	11	22
55	Morgan	6	1	2	11	74
56	Newton	4	.....	1	.....	52
57	Noble	9	.....	.....	6	72
58	Ohio	1	.....	.....	.....	20
59	Orange	4	.....	.....	.....	88
60	Owen	3	2	1	.....	77
61	Parke	5	3	.....	8	62
62	Perry	3	8	.....	.....	103
63	Pike	3	3	3	.....	92
64	Porter	6	1	3	.....	63
65	Posey	6	.....	2	28	43
66	Pulaski	6	.....	1	6	61
67	Putnam	2	2	11	2	67
68	Randolph	16	1	2	16	29
69	Ripley	5	.....	3	1	86
70	Rush	4	5	5	10	28
71	Scott	2	.....	1	2	33
72	Shelby	5	.....	4	10	65
73	Spencer	5	1	2	5	87
74	Starke	5	1	1	6	43
75	St. Joseph	6	.....	1	1	106
76	Steuben	6	1	3	6	57
77	Sullivan	5	4	2	4	88
78	Switzerland	1	2	.....	.....	73
79	Tippecanoe	12	1	1	13	34
80	Tipton	5	.....	1	4	46
81	Union	.....	.....	6	.....	20
82	Vanderburgh	1	.....	.....	.....	44
83	Vermillion	6	.....	1	9	26
84	Vigo	8	1	1	12	71
85	Wabash	12	.....	.....	12	36
86	Warren	3	.....	1	1	66
87	Warrick	2	4	3	5	100
88	Washington	3	.....	6	.....	111
89	Wayne	12	.....	1	7	35
90	Wells	5	1	3	.....	80
91	White	8	.....	.....	4	74
92	Whitley	7	.....	2	4	63
	Total	527	129	153	501	5,969

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

COMMISSIONED.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	1	2	1	4
2	Allen	5	.....	1	6
3	Bartholomew	2	1	1	4
4	Benton	7	1	.....	8
5	Blackford	1	.....	2	3
6	Boone	4	1	1	6
7	Brown	.....	1	.....	1
8	Carroll	5	1	1	7
9	Cass	6	2	1	9
10	Clark	1	.....	1	2
11	Clay	2	1	1	4
12	Clinton	8	.....	1	9
13	Crawford	.....	4	.....	4
14	Daviess	2	2	1	5
15	Dearborn	.....	.....	2	2
16	Decatur	4	1	1	6
17	Dekalb	2	2	3	7
18	Delaware	7	2	1	10
19	Dubois	1	.....	2	3
20	Elkhart	4	3	2	9
21	Fayette	.....	.....	1	1
22	Floyd	.....	.....	2	2
23	Fountain	5	.....	3	8
24	Franklin	.....	1	.....	1
25	Fulton	3	1	1	5
26	Gibson	7	1	2	10
27	Grant	3	4	2	9
28	Greene	2	2	2	6
29	Hamilton	5	2	1	8
30	Hancock	5	1	1	7
31	Harrison	.....	1	.....	1
32	Hendricks	9	1	.....	10
33	Henry	7	2	1	10
34	Howard	4	.....	1	5
35	Huntington	.....	4	1	5
36	Jackson	4	2	1	7
37	Jasper	.....	2	1	3
38	Jay	4	1	2	7
39	Jefferson	2	.....	2	4
40	Jennings	.....	.....	1	1
41	Johnson	7	2	1	10
42	Knox	9	.....	2	11
43	Kosciusko	8	2	1	11
44	Lagrange	5	1	.....	6
45	Lake	1	1	6	8
46	Laporte	7	.....	2	9
47	Lawrence	2	.....	2	4
48	Madison	.....	4	3	7

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

COMMISSIONED—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	10	.....	3	13
50	Marshall	2	4	1	7
51	Martin	.....	1	1	2
52	Miami	3	2	1	6
53	Monroe	3	.....	1	4
54	Montgomery	7	.....	1	8
55	Morgan	4	1	1	6
56	Newton	.....	4	.....	4
57	Noble	6	1	2	9
58	Ohio	.....	.....	1	1
59	Orange	4	.....	.....	4
60	Owen	1	2	.....	3
61	Parke	4	1	.....	5
62	Perry	.....	1	2	3
63	Pike	2	1	.....	3
64	Porter	5	.....	1	6
65	Posey	3	2	1	6
66	Pulaski	5	1	.....	6
67	Putman	.....	2	.....	2
68	Randolph	12	2	2	16
69	Ripley	1	3	1	5
70	Rush	2	1	1	4
71	Scott	1	1	.....	2
72	Shelby	5	.....	.....	5
73	Spencer	1	3	1	5
74	Starke	2	3	.....	5
75	St. Joseph	3	1	2	6
76	Steuben	3	2	1	6
77	Sullivan	2	2	1	5
78	Switzerland	.....	.....	1	1
79	Tippecanoe	10	1	1	12
80	Tipton	4	.....	1	5
81	Union	.....	.....	.....	.....
82	Vanderburgh	.....	.....	1	1
83	Vermillion	3	2	1	6
84	Vigo	5	1	2	8
85	Wabash	10	1	1	12
86	Warren	2	1	.....	3
87	Warrick	.....	1	1	2
88	Washington	.....	3	.....	3
89	Wayne	7	4	1	12
90	Wells	4	.....	1	5
91	White	4	3	1	8
92	Whitley	4	2	1	7
	Total	305	119	103	527

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

CERTIFIED.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams				
2	Allen				
3	Bartholomew				
4	Benton	2			2
5	Blackford				
6	Boone				
7	Brown	2			2
8	Carroll	2			2
9	Cass	1			1
10	Clark	2			2
11	Clay	2	1		3
12	Clinton				
13	Crawford				
14	Daviess	2			2
15	Dearborn				
16	Decatur				
17	Dekalb				
18	Delaware				
19	Dubois	2	1		3
20	Elkhart				
21	Fayette	5			5
22	Floyd		1		1
23	Fountain				
24	Franklin				
25	Fulton	3			3
26	Gibson	1			1
27	Grant				
28	Greene	4			4
29	Hamilton	2			2
30	Hancock	2			2
31	Harrison	6	2		8
32	Hendricks				
33	Henry	1			1
34	Howard				
35	Huntington	7			7
36	Jackson	1			1
37	Jasper				
38	Jay				
39	Jefferson	5			5
40	Jennings	4	1		5
41	Johnson				
42	Knox				
43	Kosciusko	2	1		3
44	Lagrange	1			1
45	Lake	1			1
46	Laporte				
47	Lawrence	7			7
48	Madison				

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

CERTIFIED—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	2			2
50	Marshall	2			2
51	Martin	1			1
52	Miami	3			3
53	Monroe				
54	Montgomery	5			5
55	Morgan	1			1
56	Newton				
57	Noble				
58	Ohio				
59	Orange				
60	Owen	2			2
61	Parke	3			3
62	Perry	8			8
63	Pike	3			3
64	Porter	1			1
65	Posey				
66	Pulaski				
67	Putnam	2			2
68	Randolph	1			1
69	Ripley				
70	Rush	5			5
71	Scott				
72	Shelby				
73	Spencer	1			1
74	Starke	1			1
75	St. Joseph				
76	Steuben	1			1
77	Sullivan	3	1		4
78	Switzerland		2		2
79	Tippecanoe	1			1
80	Tipton				
81	Union				
82	Vanderburgh				
83	Vermillion				
84	Vigo	1			1
85	Wabash				
86	Warren				
87	Warrick	4			4
88	Washington				
89	Wayne				
90	Wells	1			1
91	White				
92	Whitley				
	Total	119	10		129

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

NON-CERTIFIED.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	3			3
2	Allen				
3	Bartholomew	3			3
4	Benton				
5	Blackford				
6	Boone				
7	Brown				
8	Carroll	2			2
9	Cass				
10	Clark	1			1
11	Clay	1			1
12	Clinton	1			1
13	Crawford		1		1
14	Daviess	3			3
15	Dearborn	2	2		4
16	Decatur	4			4
17	Dekalb				
18	Delaware	1			1
19	Dubois	1			1
20	Elkhart		1		1
21	Fayette	2			2
22	Floyd				
23	Fountain				
24	Franklin	7			7
25	Fulton				
26	Gibson	1			1
27	Grant	1			1
28	Greene	2			2
29	Hamilton	1			1
30	Hancock	1			1
31	Harrison		1		1
32	Hendricks	1			1
33	Henry	2			2
34	Howard				
35	Huntington				
36	Jackson	2			2
37	Jasper	1			1
38	Jay	1			1
39	Jefferson	1			1
40	Jennings	5			5
41	Johnson				
42	Knox	2		1	3
43	Kosciusko	1			1
44	Lagrange	5			5
45	Lake	4	1		5
46	Laporte	3			3
47	Lawrence				
48	Madison				

NUMBER OF TOWNSHIP, TOWN AND CITY HIGH SCHOOLS, 1915-1916.

NON-CERTIFIED—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	1	1		2
50	Marshall				
51	Martin	2			2
52	Miami	3			3
53	Monroe				
54	Montgomery				
55	Morgan	2			2
56	Newton	1			1
57	Noble				
58	Ohio				
59	Orange				
60	Owen	1			1
61	Parke				
62	Perry				
63	Pike	3			3
64	Porter	3			3
65	Posey	1		1	2
66	Pulaski	1			1
67	Putnam	11			11
68	Randolph	2			2
69	Ripley	2	1		3
70	Rush	5			5
71	Scott	1			1
72	Shelby	4			4
73	Spencer	2			2
74	Starke	1			1
75	St. Joseph	1			1
76	Steuben	3			3
77	Sullivan	2			2
78	Switzerland				
79	Tippecanoe	1			1
80	Tipton	1			1
81	Union	6			6
82	Vanderburgh				
83	Vermillion	1			1
84	Vigo	1			1
85	Wabash				
86	Warren	1			1
87	Warrick	3			3
88	Washington	4	2		6
89	Wayne	1			1
90	Wells	3			3
91	White				
92	Whitley	2			2
	Total	141	10	2	153

NUMBER OF GRADUATES FROM THE COMMON BRANCHES, 1915-1916.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Adams	99	78	177	15	14	29	16	24	40	130	116	246
2	Allen	124	150	274	.....	2	2	179	220	399	303	372	675
3	Bartholomew	80	75	155	12	5	17	50	58	108	142	138	280
4	Benton	82	75	157	6	9	15	.....	.....	.....	88	84	172
5	Blackford	58	59	117	.....	.....	.....	55	52	107	113	111	224
6	Boone	129	120	249	12	6	18	28	35	63	169	161	330
7	Brown	39	42	81	3	2	5	.....	.....	.....	42	44	86
8	Carroll	84	108	192	9	11	20	17	21	38	110	140	250
9	Cass	86	119	205	13	22	35	69	78	147	168	219	387
10	Clark	98	108	206	12	19	31	38	42	80	148	169	317
11	Clay	93	116	209	13	20	33	.....	.....	.....	106	136	242
12	Clinton	97	116	213	.....	.....	.....	25	44	69	122	160	282
13	Crawford	20	22	42	17	23	40	.....	.....	.....	37	45	82
14	Daviess	92	105	197	18	18	36	22	30	52	132	153	285
15	Dearborn	47	57	104	5	14	19	36	38	74	88	109	197
16	Decatur	65	75	140	7	12	19	29	27	56	101	114	215
17	Dekalb	106	132	238	12	17	29	57	71	128	175	220	395
18	Delaware	179	175	354	17	24	41	.....	.....	.....	196	199	395
19	Dubois	52	55	107	4	8	12	23	36	59	79	99	178
20	Elkhart	137	131	268	31	33	64	138	158	296	306	322	628
21	Fayette	50	39	89	5	3	8	23	34	57	78	76	154
22	Floyd	41	35	76	1	1	2	68	75	143	110	111	221
23	Fountain	96	105	201	.....	.....	.....	42	45	87	138	150	288
24	Franklin	37	61	98	1	3	4	.....	.....	.....	38	64	102
25	Fulton	89	107	196	.....	.....	.....	18	29	47	107	136	243
26	Gibson	112	122	234	14	17	31	23	33	56	149	172	321
27	Grant	158	148	306	35	36	71	101	118	219	294	302	596
28	Greene	87	132	219	30	28	58	51	69	120	168	229	397

NUMBER OF GRADUATES FROM THE COMMON BRANCHES, 1915-1916—Continued.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
29	Hamilton	139	142	281	13	23	36	39	29	68	191	194	385
30	Hancock	88	102	190	9	16	25	26	29	55	123	147	270
31	Harrison	83	98	181	31	24	55	.....	.....	.....	114	122	236
32	Hendricks	148	163	311	16	9	25	.....	.....	.....	164	172	336
33	Henry	97	118	215	23	15	38	50	58	108	170	191	361
34	Howard	136	123	259	.....	.....	.....	44	78	122	180	201	381
35	Huntington	126	113	239	41	36	77	55	66	121	222	215	437
36	Jackson	74	106	180	19	21	40	37	47	84	130	174	304
37	Jasper	66	62	128	11	17	28	18	20	38	95	99	194
38	Jay	95	91	186	11	6	17	29	44	73	135	141	276
39	Jefferson	54	73	127	.....	.....	.....	15	23	38	69	96	165
40	Jennings	66	70	136	5	4	9	.....	.....	.....	71	74	145
41	Johnson	96	83	179	28	30	58	32	32	64	156	145	301
42	Knox	105	133	238	.....	.....	.....	61	72	133	166	205	371
43	Kosciusko	177	167	344	7	11	18	.....	.....	.....	184	178	362
44	Lagrange	74	88	162	16	15	31	.....	.....	.....	90	103	193
45	Lake	62	59	121	43	41	84	235	269	504	340	369	709
46	Laporte	107	103	210	.....	.....	.....	93	89	182	200	192	392
47	Lawrence	121	88	209	.....	.....	.....	39	61	100	160	149	309
48	Madison	124	140	264	38	33	71	94	103	197	256	276	532
49	Marion	166	215	381	6	4	10	1,059	1,265	2,324	1,231	1,484	2,715
50	Marshall	112	123	235	41	48	89	15	19	34	168	190	358
51	Martin	46	45	91	.....	.....	.....	11	5	16	57	50	107
52	Miami	93	103	196	6	10	16	30	56	86	129	169	298
53	Monroe	49	74	123	.....	.....	.....	19	38	57	68	112	180
54	Montgomery	129	122	251	9	7	16	.....	.....	.....	138	129	267
55	Morgan	102	106	208	26	12	38	.....	.....	.....	128	118	246
56	Newton	36	46	82	35	33	68	.....	.....	.....	71	79	150

57	Noble	107	98	205	.....	.....	.....	.....	.....	.....	107	98	205
58	Ohio	9	5	14	.....	.....	.....	2	3	5	11	8	19
59	Orange	47	50	97	35	26	61	.....	.....	.....	82	76	158
60	Owen	76	87	163	21	29	50	.....	.....	.....	97	116	213
61	Parke	75	98	173	24	24	48	.....	.....	.....	99	122	221
62	Perry	42	43	85	3	.....	3	16	15	31	61	58	119
63	Pike	82	97	179	8	14	22	.....	.....	.....	90	111	201
64	Porter	79	110	189	.....	.....	.....	14	15	29	93	125	218
65	Posey	79	64	143	20	19	39	23	28	51	122	111	233
66	Pulaski	86	99	185	13	12	25	.....	.....	.....	99	111	210
67	Putnam	122	69	191	22	22	44	.....	.....	.....	144	91	235
68	Randolph	135	121	256	10	10	20	21	17	38	166	148	314
69	Ripley	66	60	126	15	26	41	11	8	19	92	94	186
70	Rush	50	84	134	.....	.....	.....	.....	.....	.....	50	84	134
71	Scott	16	28	44	14	15	29	.....	.....	.....	30	43	73
72	Shelby	122	113	235	.....	.....	.....	38	42	80	160	155	315
73	Spencer	60	75	135	20	14	34	14	11	25	94	100	194
74	Starke	53	52	105	35	36	71	.....	.....	.....	88	88	176
76	St. Joseph	96	92	188	5	12	17	158	207	365	259	311	570
76	Steuben	74	86	160	9	7	16	20	15	35	103	108	211
77	Sullivan	132	159	291	15	15	30	.....	.....	.....	147	174	321
78	Switzerland	29	30	59	3	3	6	8	14	22	40	47	87
79	Tippecanoe	28	43	71	12	21	33	68	77	145	108	141	249
80	Tipton	89	102	191	.....	.....	.....	21	37	58	110	139	249
81	Union	30	28	58	6	5	11	.....	.....	.....	36	33	69
82	Vanderburgh	39	38	77	.....	.....	.....	.....	.....	.....	39	38	77
83	Vermillion	68	85	153	16	21	37	33	34	67	117	140	257
84	Vigo	171	178	349	25	21	46	262	300	562	458	499	957
85	Wabash	81	121	202	17	15	32	58	51	109	156	187	343
86	Warren	61	55	116	8	14	22	.....	.....	.....	69	69	138
87	Warrick	71	80	151	16	15	31	.....	.....	.....	87	95	182
88	Washington	74	77	151	26	44	70	.....	.....	.....	100	121	221
89	Wayne	120	108	228	21	35	56	117	105	222	258	248	506
90	Wells	108	124	232	.....	.....	.....	28	31	59	136	155	291
91	White	86	89	175	30	32	62	20	21	41	136	142	278
92	Whitley	59	75	134	27	22	49	28	14	42	114	111	225
	Total	7,930	8,546	16,476	1,202	1,291	2,493	4,069	4,785	8,854	13,201	14,622	27,823

NUMBER OF GRADUATES FROM TOWNSHIP, TOWN, OR CITY COMMISSIONED HIGH SCHOOL, 1915-1916.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Adams	4	4	8	20	18	38	11	18	29	35	40	75
2	Allen	26	30	56	.....	.....	.....	51	59	110	77	89	166
3	Bartholomew	7	3	10	5	8	13	38	48	86	50	59	109
4	Benton	23	55	78	5	8	13	.....	.....	.....	28	63	91
5	Blackford	3	4	7	.....	.....	.....	21	24	45	24	28	52
6	Boone	23	17	40	6	10	16	23	31	54	52	58	110
7	Brown	.....	.....	.....	9	1	10	.....	.....	.....	9	1	10
8	Carroll	15	19	34	9	17	26	14	25	39	38	61	99
9	Cass	22	21	43	10	14	24	38	51	89	70	86	156
10	Clark	3	4	7	.....	.....	.....	23	26	49	26	30	56
11	Clay	11	4	15	14	14	28	30	49	79	55	67	122
12	Clinton	32	36	68	.....	.....	.....	23	41	64	55	77	132
13	Crawford	.....	.....	.....	20	17	37	.....	.....	.....	20	17	37
14	Daviess	11	9	20	14	9	23	25	36	61	50	54	104
15	Dearborn	.....	.....	.....	.....	.....	.....	22	37	59	22	37	59
16	Decatur	18	18	36	12	11	23	19	21	40	49	50	99
17	Dekalb	10	7	17	18	18	36	24	32	56	52	57	109
18	Delaware	30	44	74	12	16	28	20	48	68	62	108	170
19	Dubois	4	3	7	.....	.....	.....	13	12	25	17	15	32
20	Elkhart	10	20	30	23	32	55	49	74	123	82	126	208
21	Fayette	.....	.....	.....	.....	.....	.....	9	30	39	9	30	39
22	Floyd	.....	.....	.....	.....	.....	.....	29	29	58	29	29	58
23	Fountain	21	18	39	.....	.....	.....	25	46	71	46	64	110
24	Franklin	.....	.....	.....	9	17	26	.....	.....	.....	9	17	26
25	Fulton	26	27	53	3	1	4	18	15	33	47	43	90
26	Gibson	27	31	58	11	14	25	14	28	42	52	73	125
27	Grant	14	19	33	26	38	64	45	45	90	85	102	187
28	Greene	8	12	20	20	21	41	30	33	63	58	66	124

29	Hamilton	34	38	72	20	17	37	10	23	33	64	78	142
30	Hancock	21	20	41	5	7	12	15	18	33	41	45	86
31	Harrison	.....	.....	.....	11	25	36	.....	.....	.....	11	25	36
32	Hendricks	56	76	132	9	13	22	.....	.....	.....	65	89	154
33	Henry	37	28	65	8	21	29	24	17	41	69	66	135
34	Howard	20	27	47	.....	.....	.....	34	68	102	54	95	149
35	Huntington	.....	.....	.....	42	38	80	28	49	77	70	87	157
36	Jackson	14	11	25	22	11	33	17	26	43	53	48	101
37	Jasper	.....	.....	.....	7	18	25	9	20	29	16	38	54
38	Jay	15	21	36	6	9	15	19	32	51	40	62	102
39	Jefferson	2	5	7	.....	.....	.....	10	20	30	12	25	37
40	Jennings	.....	.....	.....	.....	.....	.....	10	14	24	10	14	24
41	Johnson	20	25	45	11	10	21	19	27	46	50	62	112
42	Knox	35	42	77	.....	.....	.....	30	54	84	65	96	161
43	Kosciusko	30	47	77	14	11	25	13	26	39	57	84	141
44	Lagrange	29	38	67	17	9	26	.....	.....	.....	46	47	93
45	Lake	9	16	25	4	12	16	80	82	162	93	110	203
46	Laporte	18	28	46	.....	.....	.....	35	52	87	53	80	133
47	Lawrence	7	11	18	.....	.....	.....	27	27	54	34	38	72
48	Madison	.....	.....	.....	25	31	56	78	105	183	103	136	239
49	Marion	41	41	82	.....	.....	.....	277	413	690	318	454	772
50	Marshall	8	6	14	36	44	80	17	21	38	61	71	132
51	Martin	.....	.....	.....	6	5	11	9	3	12	15	8	23
52	Miami	13	15	28	15	17	32	13	21	34	41	53	94
53	Monroe	10	8	18	.....	.....	.....	31	42	73	41	50	91
54	Montgomery	50	43	93	11	14	25	42	47	89	103	104	207
55	Morgan	17	22	39	9	5	14	20	26	46	46	53	99
56	Newton	.....	.....	.....	22	43	65	.....	.....	.....	22	43	65
57	Noble	27	34	61	3	10	13	19	30	49	49	74	123
58	Ohio	.....	.....	.....	.....	.....	.....	2	4	6	2	4	6
59	Orange	.....	.....	.....	21	28	49	.....	.....	.....	21	28	49
60	Owen	7	4	11	16	25	41	.....	.....	.....	23	29	52
61	Parke	13	24	37	14	12	26	.....	.....	.....	27	36	63
62	Perry	.....	.....	.....	.....	5	5	7	8	15	7	13	20
63	Pike	9	12	21	22	15	37	.....	.....	.....	31	27	58
64	Porter	13	18	31	.....	.....	.....	25	26	51	38	44	82
65	Posey	8	11	19	11	14	25	27	22	49	46	47	93
66	Pulaski	15	22	37	13	11	24	.....	.....	.....	28	33	61
67	Putnam	.....	.....	.....	21	23	44	17	28	45	38	51	89
68	Randolph	38	46	84	7	10	17	20	27	47	65	83	148

NUMBER OF GRADUATES FROM TOWNSHIP, TOWN, OR CITY COMMISSIONED HIGH SCHOOLS, 1915-1916—Continued.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
69	Ripley	6	6	12	20	23	43	8	1	9	34	30	64
70	Rush	10	11	21	6	7	13	7	16	23	23	34	57
71	Scott	3	1	4	10	17	27	.....	.....	.....	13	18	31
72	Shelby	24	25	49	.....	.....	.....	26	30	56	50	55	105
73	Spencer	3	5	8	15	19	34	10	13	23	28	37	65
74	Starke	4	5	9	14	15	29	.....	.....	.....	18	20	38
75	St. Joseph	7	16	23	3	9	12	87	109	196	97	134	231
76	Steuben	16	16	32	9	7	16	12	19	31	37	42	79
77	Sullivan	11	15	26	19	24	43	20	31	51	50	70	120
78	Switzerland	.....	.....	.....	.....	.....	.....	10	15	25	10	15	25
79	Tippecanoe	28	36	64	17	11	28	52	40	92	97	87	184
80	Tipton	23	17	40	.....	.....	.....	20	31	51	43	48	91
81	Union	.....	.....	.....	11	17	28	.....	.....	.....	11	17	28
82	Vanderburgh	.....	.....	.....	.....	.....	.....	68	97	165	68	97	165
83	Vermillion	10	14	24	8	14	22	17	24	41	35	52	87
84	Vigo	12	27	39	11	16	27	111	113	224	134	156	290
85	Wabash	31	47	78	5	15	20	21	28	49	57	90	147
86	Warren	10	10	20	5	8	13	.....	.....	.....	15	18	33
87	Warrick	.....	.....	.....	5	6	11	10	16	26	15	22	37
88	Washington	21	25	46	.....	.....	.....	.....	.....	.....	21	25	46
89	Wayne	11	16	27	18	26	44	58	53	111	87	95	182
90	Wells	21	11	32	.....	.....	.....	27	33	60	48	44	92
91	White	14	27	41	27	27	54	20	19	39	61	73	134
92	Whitley	13	13	26	19	14	33	17	24	41	49	51	100
	Total	1,242	1,487	2,729	896	1,072	1,968	2,199	2,948	5,147	4,337	5,507	9,844

NUMBER OF GRADUATES FROM TOWNSHIP, TOWN AND CITY CERTIFIED HIGH SCHOOLS, 1915-16.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Adams												
2	Allen												
3	Bartholomew												
4	Benton	4	7	11							4	7	11
5	Blackford												
6	Boone										4		4
7	Brown	4		4							3	1	4
8	Carroll	3	1	4									
9	Cass												
10	Clark	11	10	21							11	10	21
11	Clay	6	11	17	4	8	12				10	19	29
12	Clinton												
13	Crawford												
14	Daviess	4	5	9							4	5	9
15	Dearborn												
16	Decatur												
17	Dekalb												
18	Delaware												
19	Dubois	9	5	14	9	3	12				18	8	26
20	Elkhart												
21	Fayette	8	12	20							8	12	20
22	Floyd				7	2	9				7	2	9
23	Fountain												
24	Franklin												
25	Fulton	13	8	21							13	8	21
26	Gibson	8	10	18							8	10	18
27	Grant												
28	Greene	10	10	20							10	10	20

NUMBER OF GRADUATES FROM TOWNSHIP, TOWN AND CITY CERTIFIED HIGH SCHOOLS, 1915-16.

No.	COUNTIES.	TOWNSHIPS.			TOWNS.			CITIES.			COUNTY.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
29	Hamilton	3	7	10							3	7	10
30	Hancock	1	4	5							1	4	5
31	Harrison	25	26	51	12	9	21				37	35	72
32	Hendricks												
33	Henry												
34	Howard												
35	Huntington	39	30	69							39	30	69
36	Jackson	4	3	7							4	3	7
37	Jasper												
38	Jay												
39	Jefferson	10	17	27							10	17	27
40	Jennings	13	18	31							13	18	31
41	Johnson												
42	Knox												
43	Kosciusko	6	6	12	1	1	2				7	7	14
44	Lagrange	3	1	4							3	1	4
45	Lake	1	3	4							1	3	4
46	Laporte												
47	Lawrence	14	22	36							14	22	36
48	Madison												
49	Marion												
50	Marshall	6	2	8							6	2	8
51	Martin	5	2	7							5	2	7
52	Miami	14	9	23							14	9	23
53	Monroe												
54	Montgomery	14	15	29							14	15	29
55	Morgan	4	6	10							4	6	10
56	Newton												

57	Noble												
58	Ohio												
59	Orange												
60	Owen	7	7	14							7	7	14
61	Parke	12	7	19							12	7	19
62	Perry	19	18	37							19	18	37
63	Pike	10	3	13							10	3	13
64	Porter												
65	Posey												
66	Pulaski												
67	Putnam	9	13	22							9	13	22
68	Randolph	4	2	6							4	2	6
69	Ripley												
70	Rush	12	10	22							12	10	22
71	Scott												
72	Shelby												
73	Speneer												
74	Starke	2	1	3							2	1	3
75	St. Joseph												
76	Steuben	1	2	3							1	2	3
77	Sullivan	16	14	30	3	8	11				19	22	41
78	Switzerland				13	5	18				13	5	18
79	Tippecanoe	5		5							5		5
80	Tipton												
81	Union												
82	Vanderburgh												
83	Vermillion												
84	Vigo	5	4	9							5	4	9
85	Wabash												
86	Warren												
87	Warrick	15	11	26							15	11	26
88	Washington												
89	Wayne												
90	Wells	5	2	7							5	2	7
91	White												
92	Whitley												
	Total	364	344	708	49	36	85				413	380	793

NUMBER OF PUPILS ENROLLED IN PRIVATE OR PAROCHIAL SCHOOLS GIVING PRIMARY OR SECONDARY INSTRUCTION, 1915-1916.

No.	COUNTIES.	TOWNSHIPS.					TOWNS.					CITIES.					COUNTY.				
		Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.
1	Adams	142	.....	125	.....	267	.....	.....	.....	.....	.....	158	.....	138	.....	296	300	.....	263	.....	563
2	Allen	439	.....	424	.....	863	.....	.....	.....	.....	.....	*	*	.....	.....	.....	439	.....	424	.....	863
3	Bartholomew	57	.....	57	.....	114	.....	.....	.....	.....	.....	201	.....	139	.....	340	258	.....	196	.....	454
4	Benton	122	.....	157	.....	279	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	122	.....	157	.....	279
5	Blackford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	.....	65	.....	119	54	.....	65	.....	119
6	Boone	24	.....	21	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	21	.....	45
7	Brown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Carroll	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	.....	38	.....	70	32	.....	38	.....	70
9	Cass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	352	.....	398	.....	750	352	.....	398	.....	750
10	Clark	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	164	.....	143	.....	307	164	.....	143	.....	307
11	Clay	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Clinton	15	.....	5	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	5	.....	20
13	Crawford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Daviess	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Dearborn	28	.....	27	.....	55	9	.....	9	.....	18	173	.....	186	.....	359	210	.....	222	.....	432
16	Decatur	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Dekalb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Delaware	115	.....	99	.....	214	.....	.....	.....	.....	.....	146	.....	157	.....	303	261	.....	256	.....	517
19	Dubois	42	.....	33	.....	75	.....	.....	.....	.....	.....	66	.....	80	.....	146	108	.....	113	.....	221
20	Elkhart	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	134	.....	139	.....	273	134	.....	139	.....	273
21	Fayette	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	100	.....	200	100	.....	100	.....	200
22	Floyd	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Fountain	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Franklin	.....	.....	.....	.....	.....	90	.....	95	.....	185	.....	.....	.....	.....	.....	90	.....	95	.....	185

25	Fulton												69		56		125	166		150		316
26	Gibson	97		94		191							65		85		150	65		85		150
27	Grant												60		60		120	60		60		120
28	Greene																						
29	Hamilton	10		10		20							3		5		8	13		15		28
30	Hancock																						
31	Harrison	95		94		189												95		94		189
32	Hendricks	12		16		28												12		16		28
33	Henry																						
34	Howard	6		5		11							128		150		278	134		155		289
35	Huntington																						
36	Jackson	159		148		307												159		148		307
37	Jasper												47		33		80	47		33		80
38	Jay	39		42		81												39		42		81
39	Jefferson												97		101		198	97		101		198
40	Jennings																						
41	Johnson																						
42	Knox																						
43	Kosciusko																						
44	Lagrange																						
45	Lake	186		194		380	198		225		423		400		3,325		6,725	3,784		3,744		7,528
46	Laporte												784		909		1,693	784		909		1,693
47	Lawrence																						
48	Madison												371		400		771	371		400		771
49	Marion												2,501		2,918		5,419	2,501		2,918		5,419
50	Marshall						14		15		29		34		18		52	48		33		81
51	Martin																						
52	Miami												152		159		311	152		159		311
53	Monroe																						
54	Montgomery	4		1		5							47		44		91	51		45		96
55	Morgan																						
56	Newton						36		40		76							36		40		76
57	Noble	93		74		167							48		46		94	141		120		261
58	Ohio	6		5		11												6		5		11
59	Orange																						
60	Owen																						
61	Parke																						
62	Perry						30		35		65		187		168		355	217		203		420
63	Pike	12		15		27												12		15		27
64	Porter	52		47		99							60		65		125	112		112		224
65	Posey						37		38		75		55		55		110	92		93		185
66	Pulaski	26		31		57												26		31		57
67	Putnam																						
68	Randolph																						

NUMBER OF PUPILS ENROLLED IN PRIVATE OR PAROCHIAL SCHOOLS GIVING PRIMARY OR SECONDARY INSTRUCTION, 1915-1916—Continued.

No.	COUNTIES.	TOWNSHIPS.					TOWNS.					CITIES.					COUNTY.				
		Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.	Male White.	Male Colored.	Female White.	Female Colored.	Total.
69	Ripley	100	.....	106	.....	206	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	106	.....	206
70	Rush	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Shelby	52	.....	46	.....	98	.....	.....	.....	.....	.....	68	.....	72	.....	140	120	.....	118	.....	238
73	Spencer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	Starke	.....	.....	.....	.....	.....	79	.....	92	.....	171	.....	.....	.....	.....	.....	79	.....	92	.....	171
75	St. Joseph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,952	.....	2,048	.....	4,000	1,952	.....	2,048	.....	4,000
76	Steuben	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	Sullivan	24	.....	31	.....	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	31	.....	55
78	Switzerland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	Tippecanoe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	Tipton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Vanderburgh	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	Vermillion	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	Vigo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Wabash	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
86	Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Warrick	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Wayne	29	.....	30	.....	59	.....	.....	.....	.....	.....	290	.....	330	.....	620	319	.....	360	.....	679
90	Wells	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	Whitley	6	.....	10	.....	16	.....	.....	.....	.....	.....	24	.....	22	.....	46	30	.....	32	.....	62
	Total	1,993	.....	1,947	.....	3,940	493	.....	549	.....	1,042	12,022	.....	12,652	.....	24,674	14,508	.....	15,148	.....	29,656

*No Report.

ELEMENTARY SCHOOLS.

AMOUNT PAID TEACHERS, 1915-16.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$36,759 51	$7,812 04	$12,642 36	$57,213 91
2	Allen	87,615 62	973 87	193,671 96	282,261 45
3	Bartholomew	41,815 88	3,192 00	32,492 67	77,500 55
4	Benton	49,054 25	5,454 75	.....	54,509 00
5	Blackford	19,501 45	.....	28,791 60	48,293 05
6	Boone	50,470 05	4,282 25	17,521 33	72,273 63
7	Brown	26,665 87	1,515 66	.....	28,181 53
8	Carroll	44,040 85	4,063 20	5,952 97	54,057 02
9	Cass	42,161 20	5,024 16	55,418 64	102,604 00
10	Clark	42,445 81	9,645 60	26,504 76	78,596 17
11	Clay	45,589 21	9,118 59	28,294 36	83,002 16
12	Clinton	49,027 52	.....	35,004 17	84,031 69
13	Crawford	23,906 61	8,089 57	.....	31,996 18
14	Daviess	42,719 05	5,320 20	22,046 27	70,085 52
15	Dearborn	30,056 46	6,984 05	22,569 35	59,609 86
16	Decatur	40,910 05	2,590 50	19,102 51	62,603 06
17	Dekalb	35,281 50	9,057 25	27,376 95	71,715 70
18	Delaware	78,350 08	8,691 71	82,395 09	169,436 88
19	Dubois	35,312 44	3,370 22	13,366 28	52,048 94
20	Elkhart	52,423 27	10,097 00	82,608 42	145,128 69
21	Fayette	19,433 95	2,144 00	20,669 25	42,247 20
22	Floyd	17,452 97	756 18	48,789 99	66,999 14
23	Fountain	39,813 50	.....	19,584 30	59,397 80
24	Franklin	35,793 60	7,406 50	.....	43,200 10
25	Fulton	38,486 75	1,800 00	11,668 14	51,954 89
26	Gibson	68,460 09	5,843 60	24,157 53	98,461 22
27	Grant	63,361 00	15,694 63	75,894 84	154,950 47
28	Greene	69,609 81	10,860 53	21,587 79	102,058 13
29	Hamilton	52,456 18	9,371 22	17,000 00	78,827 40
30	Hancock	35,983 56	3,622 00	14,428 15	54,033 71
31	Harrison	48,933 00	8,156 72	.....	57,089 72
32	Hendricks	53,052 68	6,156 00	.....	59,208 68
33	Henry	48,351 34	8,990 51	26,519 23	83,861 08
34	Howard	40,981 04	.....	47,030 69	88,011 73
35	Huntington	40,447 80	12,081 38	31,677 00	84,206 18
36	Jackson	41,091 26	7,034 66	17,863 29	65,989 21
37	Jasper	40,676 90	5,748 50	8,885 00	55,310 40
38	Jay	43,785 19	4,860 50	24,747 23	73,392 92
39	Jefferson	30,810 96	.....	28,804 33	59,615 29
40	Jennings	28,901 90	1,586 08	8,939 48	39,427 46
41	Johnson	29,462 35	15,070 90	14,227 55	58,760 80
42	Knox	57,030 65	.....	52,966 88	109,997 53
43	Kosciusko	59,489 89	7,423 60	12,891 00	79,804 49
44	Lagrange	40,401 00	4,832 99	.....	45,233 99
45	Lake	49,332 75	32,692 16	330,531 47	412,556 38
46	Laporte	59,302 17	.....	66,947 74	126,249 91
47	Lawrence	53,808 18	.....	42,051 60	95,859 78
48	Madison	69,150 56	14,011 57	104,106 29	187,268 42
49	Marion	86,681 79	6,217 50	844,853 27	937,752 56
50	Marshall	46,259 45	11,829 97	12,325 59	70,415 01
51	Martin	30,334 81	2,053 30	2,918 56	35,306 67
52	Miami	48,775 11	5,004 01	33,329 29	87,108 41
53	Monroe	40,424 06	.....	35,011 80	75,435 86
54	Montgomery	60,835 70	4,075 00	32,149 98	97,060 68
55	Morgan	46,117 88	5,205 92	22,197 00	73,520 80
56	Newton	27,981 45	16,906 91	.....	44,888 36

ELEMENTARY SCHOOLS.

AMOUNT PAID TEACHERS, 1915-16—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
57	Noble	$40,394 88	$3,379 50	$21,557 01	$65,331 39
58	Ohio	5,990 09	.....	4,810 98	10,801 07
59	Orange	30,805 15	14,308 71	.....	45,113 86
60	Owen	29,019 09	8,181 27	.....	37,200 36
61	Parke	52,297 10	6,872 17	.....	59,169 27
62	Perry	35,955 82	1,198 40	15,841 86	52,996 08
63	Pike	40,546 41	5,462 28	.....	46,008 69
64	Porter	59,479 61	.....	19,157 40	78,637 01
65	Posey	44,340 02	9,264 41	16,118 63	69,723 06
66	Pulaski	39,867 40	5,149 64	.....	45,017 04
67	Putnam	43,241 10	4,661 50	13,254 47	61,157 07
68	Randolph	49,402 25	6,372 80	22,781 53	78,556 58
69	Ripley	38,731 99	7,381 56	4,077 78	50,191 33
70	Rush	39,935 68	3,437 50	17,881 60	61,254 78
71	Scott	15,604 34	4,479 80	.....	20,084 14
72	Shelby	53,279 40	.....	33,062 56	86,341 96
73	Spencer	43,122 91	7,668 94	8,115 28	58,907 13
74	Starke	28,663 04	10,627 60	.....	39,290 64
75	St. Joseph	58,312 13	3,247 80	246,978 45	308,538 38
76	Steuben	34,006 61	3,436 47	6,797 42	44,240 50
77	Sullivan	51,296 96	18,302 49	14,675 85	84,275 30
78	Switzerland	24,351 59	1,663 60	3,659 40	29,674 59
79	Tippecanoe	53,592 94	10,569 60	65,691 05	129,853 59
80	Tipton	34,221 28	....	9,866 91	44,088 19
81	Union	17,404 00	7,289 36	.....	24,693 36
82	Vanderburgh	43,649 84	.....	221,916 08	265,565 92
83	Vermillion	52,876 50	6,333 50	25,653 84	84,863 84
84	Vigo	82,708 68	11,237 75	243,916 22	337,862 65
85	Wabash	55,422 89	5,099 67	22,645 39	83,167 95
86	Warren	35,186 52	5,138 10	.....	40,324 62
87	Warrick	49,258 67	3,404 96	13,387 24	66,050 87
88	Washington	40,142 80	14,427 52	.....	54,570 32
89	Wayne	48,333 76	12,796 45	76,409 91	137,540 12
90	Wells	46,632 29	.....	16,700 30	63,332 59
91	White	41,342 10	10,425 80	8,923 59	60,691 49
92	Whitley	32,358 34	6,923 20	11,862 83	51,144 37
	Total	$4,029,152 14	$561,461 81	$3,926,257 53	$8,516,901 48

ELEMENTARY SCHOOLS.

AMOUNT PAID FOR APPARATUS, BOOKS, FURNITURE, REPAIRS, FUEL, ETC., 1915-1916.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$12,933 14	$1,579 23	$2,107 00	$16,619 37
2	Allen	27,216 01	47 81	54,911 07	82,174 89
3	Bartholomew	19,976 47	1,201 46	10,449 72	31,627 65
4	Benton	20,066 97	1,638 90	.....	21,705 87
5	Blackford	13,824 50	.....	6,270 08	20,094 58
6	Boone	30,097 81	801 75	7,298 85	38,198 41
7	Brown	3,232 50	177 50	.....	3,410 00
8	Carroll	24,035 50	818 72	1,433 05	26,287 27
9	Cass	28,421 86	2,225 63	9,235 00	39,882 49
10	Clark	8,339 02	3,573 32	3,415 60	15,327 94
11	Clay	14,104 58	1,850 94	4,075 19	20,030 71
12	Clinton	36,320 52	.....	6,491 93	42,812 45
13	Crawford	3,881 39	1,114 36	.....	4,995 75
14	Daviess	27,034 48	911 08	7,672 55	35,618 11
15	Dearborn	8,286 90	1,604 87	4,312 76	14,204 53
16	Decatur	30,372 24	446 06	3,645 56	34,463 86
17	Dekalb	14,535 76	2,617 24	9,132 19	26,285 19
18	Delaware	45,229 50	2,582 09	14,672 28	62,483 87
19	Dubois	6,164 96	255 08	1,750 56	8,170 60
20	Elkhart	25,975 65	3,905 28	36,729 73	66,610 66
21	Fayette	11,381 58	388 25	6,518 56	18,288 39
22	Floyd	7,869 89	328 18	18,783 94	26,982 01
23	Fountain	32,806 70	.....	5,487 72	38,294 42
24	Franklin	13,435 57	845 42	.....	14,280 99
25	Fulton	22,744 33	779 14	3,488 26	27,011 73
26	Gibson	20,805 32	1,117 67	3,987 75	25,910 74
27	Grant	19,861 95	2,996 19	13,958 88	36,817 02
28	Greene	22,171 94	2,495 15	3,219 09	27,886 18
29	Hamilton	26,577 19	1,532 40	4,000 00	32,109 59
30	Hancock	22,376 87	1,321 10	2,218 80	25,916 77
31	Harrison	5,985 01	1,126 36	.....	7,111 37
32	Hendricks	31,359 89	2,262 05	.....	33,621 94
33	Henry	37,095 14	1,825 75	6,201 00	45,121 89
34	Howard	21,369 13	.....	16,757 80	38,126 93
35	Huntington	14,302 27	3,562 89	13,656 00	31,521 16
36	Jackson	16,533 94	2,834 92	4,691 64	24,060 50
37	Jasper	23,715 06	1,736 78	1,812 11	27,263 95
38	Jay	16,141 07	1,320 97	5,047 45	22,509 49
39	Jefferson	9,711 08	.....	9,279 30	18,990 38
40	Jennings	8,139 06	185 08	861 26	9,185 40
41	Johnson	20,935 51	5,465 76	2,561 27	28,962 54
42	Knox	31,283 41	.....	9,407 48	40,690 89
43	Kosciusko	46,336 95	3,315 41	2,080 00	51,732 36
44	Lagrange	24,211 30	3,500 00	.....	27,711 30
45	Lake	36,475 44	17,091 73	155,137 63	208,704 80
46	Laporte	33,370 38	.....	37,003 94	70,374 32
47	Lawrence	15,181 71	.....	10,834 45	26,016 16
48	Madison	21,637 46	7,563 29	33,314 04	62,514 79

ELEMENTARY SCHOOLS.

AMOUNT PAID FOR APPARATUS, BOOKS, FURNITURE, REPAIRS, FUEL, ETC., 1915-1916—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$43,706 02	$1,424 59	$227,409 56	$272,540 17
50	Marshall	9,412 55	5,219 63	2,760 92	17,393 10
51	Martin	4,051 37	1,992 74	396 00	6,440 11
52	Miami	27,031 05	2,071 71	7,789 79	36,892 55
53	Monroe	8,913 16	.....	4,858 31	13,771 47
54	Montgomery	42,079 22	.....	9,358 83	51,138 05
55	Morgan	16,240 80	985 45	3,397 85	20,624 10
56	Newton	13,788 99	5,060 91	.....	18,849 90
57	Noble	23,149 11	1,090 17	6,483 41	30,722 69
58	Ohio	1,080 63	.....	2,386 90	3,467 53
59	Orange	5,333 63	3,753 46	.....	9,087 09
60	Owen	7,505 27	1,242 52	.....	8,747 79
61	Parke	24,178 65	1,924 95	.....	26,103 60
62	Perry	3,037 26	426 89	4,030 98	7,495 13
63	Pike	8,514 76	851 22	.....	9,365 98
64	Porter	33,431 31	.....	19,538 47	52,969 78
65	Posey	16,361 42	1,461 24	3,231 93	21,054 59
66	Pulaski	9,112 00	480 00	.....	9,592 00
67	Putnam	18,348 41	580 40	2,376 15	21,304 96
68	Randolph	43,283 44	2,051 98	3,427 21	48,762 63
69	Ripley	10,795 50	1,337 72	910 96	13,044 18
70	Rush	32,807 63	1,600 00	3,680 50	38,088 13
71	Scott	5,970 11	755 63	.....	6,725 74
72	Shelby	22,247 46	.....	5,468 25	27,715 71
73	Spencer	13,686 18	1,304 17	500 00	15,490 35
74	Starke	14,842 16	3,064 83	.....	17,906 99
75	St. Joseph	24,597 33	1,583 40	57,894 95	84,075 68
76	Steuben	12,064 84	1,285 71	2,600 00	15,950 55
77	Sullivan	19,532 48	3,661 19	2,384 78	25,578 45
78	Switzerland	2,561 68	375 00	370 42	3,307 10
79	Tippecanoe	50,937 59	2,573 15	30,700 00	84,210 74
80	Tipton	13,264 31	.....	3,949 67	17,213 98
81	Union	9,992 74	2,481 78	.....	12,474 52
82	Vanderburgh	19,674 02	.....	77,577 14	97,251 16
83	Vermillion	35,178 52	1,254 90	6,847 02	43,280 44
84	Vigo	30,214 19	3,360 61	69,458 23	103,033 03
85	Wabash	59,201 31	3,823 13	15,106 40	78,130 84
86	Warren	16,433 17	1,339 32	.....	17,772 49
87	Warrick	16,400 56	517 13	1,266 00	18,183 69
88	Washington	7,504 09	2,435 38	.....	9,939 47
89	Wayne	40,398 56	3,688 01	16,205 18	60,291 75
90	Wells	22,203 38	.....	4,587 09	26,790 47
91	White	23,467 98	2,884 39	1,783 80	28,136 17
92	Whitley	16,856 57	1,355 94	6,411 82	24,624 33
	Total	$1,893,256 32	$162,245 06	$1,159,060 01	$3,214,561 39

ELEMENTARY SCHOOLS.

TOTAL COST OF MAINTENANCE, 1915-16.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$49,692 65	$9,391 27	$14,749 36	$73,833 28
2	Allen	114,831 63	1,021 68	248,583 03	364,436 34
3	Bartholomew	61,792 35	4,393 46	42,942 39	109,128 20
4	Benton	69,121 22	7,093 65	.....	76,214 87
5	Blackford	33,325 95	.....	35,061 68	68,387 63
6	Boone	80,567 86	5,084 00	24,820 18	110,472 04
7	Brown	29,898 37	1,693 16	.....	31,591 53
8	Carroll	68,076 35	4,881 92	7,386 02	80,344 29
9	Cass	70,583 06	7,249 79	64,653 64	142,486 49
10	Clark	50,784 83	13,218 92	29,920 36	93,924 11
11	Clay	59,693 79	10,969 53	32,369 55	103,032 87
12	Clinton	85,348 04	.....	41,496 10	126,844 14
13	Crawford	27,788 00	9,203 93	.....	36,991 93
14	Daviess	69,753 53	6,231 28	29,718 82	105,703 63
15	Dearborn	38,343 36	8,588 92	26,882 11	73,814 39
16	Decatur	71,282 29	3,036 56	22,748 07	97,066 92
17	Dekalb	49,817 26	11,674 49	36,509 14	98,000 89
18	Delaware	123,579 58	11,273 80	97,067 37	231,920 75
19	Dubois	41,477 40	3,625 30	15,116 84	60,219 54
20	Elkhart	78,398 92	14,002 28	119,338 15	211,739 35
21	Fayette	30,815 53	2,532 25	27,187 81	60,535 59
22	Floyd	25,322 86	1,084 36	67,573 93	93,981 15
23	Fountain	72,620 20	.....	25,072 02	97,692 22
24	Franklin	49,229 17	8,251 92	.....	57,481 09
25	Fulton	61,231 08	2,579 14	15,156 40	78,966 62
26	Gibson	89,265 41	6,961 27	28,145 28	124,371 96
27	Grant	83,222 95	18,690 82	89,853 72	191,767 49
28	Greene	91,781 75	13,355 68	24,806 88	129,944 31
29	Hamilton	79,033 37	10,903 62	21,000 00	110,936 99
30	Hancock	58,360 43	4,943 10	16,646 95	79,950 48
31	Harrison	54,918 01	9,283 08	.....	64,201 09
32	Hendricks	84,412 57	8,418 05	.....	92,830 62
33	Henry	85,446 48	10,816 26	32,720 23	128,982 97
34	Howard	62,350 17	.....	63,788 49	126,138 66
35	Huntington	54,750 07	15,644 27	45,333 00	115,727 34
36	Jackson	57,625 20	9,869 58	22,554 93	90,049 71
37	Jasper	64,391 96	7,485 28	10,697 11	82,574 35
38	Jay	59,926 26	6,181 47	29,794 68	95,902 41
39	Jefferson	40,522 04	.....	38,083 63	78,605 67
40	Jennings	37,040 96	1,771 16	9,800 74	48,612 86
41	Johnson	50,397 86	20,536 66	16,788 82	87,723 34
42	Knox	88,314 06	.....	62,374 36	150,688 42
43	Kosciusko	105,826 84	10,739 01	14,971 00	131,536 85
44	Lagrange	64,612 30	8,332 99	.....	72,945 29
45	Lake	85,808 19	49,783 89	485,669 10	621,261 18
46	Laporte	92,672 55	.....	103,951 68	196,624 23
47	Lawrence	68,989 89	.....	52,886 05	121,875 94
48	Madison	90,788 02	21,574 86	137,420 33	249,783 21
49	Marion	130,387 81	7,642 09	1,072,262 83	1,210,292 73
50	Marshall	55,672 00	17,049 60	15,086 51	87,808 11
51	Martin	34,386 18	4,046 04	3,314 56	41,746 78
52	Miami	75,806 16	7,075 72	41,119 08	124,000 96
53	Monroe	49,337 22	.....	39,870 11	89,207 33
54	Montgomery	102,914 92	4,075 00	41,508 81	148,498 73
55	Morgan	62,358 68	6,191 37	25,594 85	94,144 90
56	Newton	41,770 44	21,967 82	.....	63,738 26

ELEMENTARY SCHOOLS.

TOTAL COST OF MAINTENANCE, 1915-16—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
57	Noble	$63,543 99	$4,469 67	$28,040 42	$96,054 08
58	Ohio	7,070 72	.....	7,197 88	14,268 60
59	Orange	36,138 78	18,062 17	.....	54,200 95
60	Owen	36,524 36	9,423 79	.....	45,948 15
61	Parke	76,475 75	8,797 12	.....	85,272 87
62	Perry	38,993 08	1,625 29	19,872 84	60,491 21
63	Pike	49,061 17	6,313 50	.....	55,374 67
64	Porter	92,910 92	.....	38,695 87	131,606 79
65	Posey	60,701 44	10,725 65	19,350 56	90,777 65
66	Pulaski	48,979 40	5,629 64	.....	54,609 04
67	Putnam	61,589 51	5,241 90	15,630 62	82,462 03
68	Randolph	92,685 69	8,424 78	26,208 74	127,319 21
69	Ripley	49,527 49	8,719 28	4,988 74	63,235 51
70	Rush	72,743 31	5,037 50	21,562 10	99,342 91
71	Scott	21,574 45	5,235 43	.....	26,809 88
72	Shelby	75,526 86	.....	38,530 81	114,057 67
73	Spencer	56,809 09	8,973 11	8,615 28	74,397 48
74	Starke	43,505 20	13,692 43	.....	58,197 63
75	St. Joseph	82,909 46	4,831 20	304,873 40	392,614 06
76	Steuben	46,071 45	4,722 18	9,397 42	60,191 05
77	Sullivan	70,829 44	21,963 68	17,060 63	109,853 75
78	Switzerland	26,913 27	2,038 60	4,029 82	32,981 69
79	Tippecanoe	104,530 53	13,142 75	96,391 05	214,064 33
80	Tipton	47,485 59	.....	13,816 58	61,302 17
81	Union	27,396 74	9,771 14	.....	37,167 88
82	Vanderburgh	63,323 86	.....	299,493 22	362,817 08
83	Vermillion	88,055 02	7,588 40	32,500 86	128,144 28
84	Vigo	112,922 87	14,598 36	313,374 45	440,895 68
85	Wabash	114,624 20	8,922 80	37,751 79	161,298 79
86	Warren	51,619 69	6,477 42	.....	58,097 11
87	Warrick	65,659 23	3,922 09	14,653 24	84,234 56
88	Washington	47,646 89	16,862 90	.....	64,509 79
89	Wayne	88,732 32	16,484 46	92,615 09	197,831 87
90	Wells	68,835 67	.....	21,287 39	90,123 06
91	White	64,810 08	13,310 19	10,707 39	88,827 66
92	Whitley	49,214 91	8,279 14	18,274 65	75,768 70
	Total	$5,922,408 46	$723,706 87	$5,085,317 54	$11,731,432 87

AVERAGE COST PER PUPIL FOR EDUCATION IN ELEMENTARY SCHOOLS, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES AND COUNTY.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$16 68	$15 98	$21 07	$17 91
2	Allen	23 38	19 28	33 58	29 60
3	Bartholomew	23 28	16 04	30 45	25 13
4	Benton	28 98	27 60	.....	28 03
5	Blackford	25 79	.....	22 25	24 02
6	Boone	23 90	19 42	24 97	23 00
7	Brown	16 44	18 20	.....	16 53
8	Carroll	27 98	20 78	20 89	23 21
9	Cass	26 85	17 66	23 69	22 73
10	Clark	18 92	22 25	24 51	19 84
11	Clay	16 12	15 94	20 04	17 17
12	Clinton	25 55	.....	23 40	24 80
13	Crawford	14 42	14 33	.....	14 37
14	Daviess	18 30	13 81	24 80	18 97
15	Dearborn	22 36	20 15	23 87	22 13
16	Decatur	27 84	30 39	26 95	28 74
17	Dekalb	20 61	27 34	21 40	21 46
18	Delaware	23 34	20 26	25 49	23 03
19	Dubois	16 64	11 29	18 73	16 63
20	Elkhart	21 20	22 26	24 92	22 78
21	Fayette	27 00	13 40	22 94	24 07
22	Floyd	18 11	15 49	21 46	18 35
23	Fountain	28 95	.....	19 76	21 74
24	Franklin	22 76	21 51	.....	22 14
25	Fulton	25 20	19 54	22 03	22 26
26	Gibson	20 21	16 77	23 40	20 13
27	Grant	20 17	17 61	20 89	20 21
28	Greene	16 06	19 50	11 74	15 27
29	Hamilton	23 80	18 17	25 77	23 42
30	Hancock	27 12	17 35	20 68	24 73
31	Harrison	16 04	14 57	.....	15 35
32	Hendricks	25 35	28 06	.....	25 66
33	Henry	28 37	18 38	20 55	22 43
34	Howard	19 47	.....	18 02	18 70
35	Huntington	20 59	18 82	28 29	22 72
36	Jackson	19 12	16 06	21 18	19 14
37	Jasper	27 12	24 78	25 23	26 64
38	Jay	20 74	17 58	19 94	20 24
39	Jefferson	14 88	.....	31 10	23 00
40	Jennings	16 47	18 25	19 92	16 67
41	Johnson	25 57	24 63	21 74	25 94
42	Knox	18 68	.....	14 39	16 76
43	Kosciusko	25 02	22 23	18 44	23 81
44	Lagrange	22 04	25 38	.....	22 32
45	Lake	49 25	39 16	32 36	34 51
46	Laporte	32 48	.....	25 79	29 13
47	Lawrence	16 06	.....	22 46	18 34
48	Madison	22 55	18 49	19 02	20 02

AVERAGE COST PER PUPIL FOR EDUCATION IN ELEMENTARY SCHOOLS, 1915-1916.

BY TOWNSHIPS, TOWNS, CITIES AND COUNTY—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$23 08	$34 58	$31 36	$29 67
50	Marshall	17 46	16 19	22 18	17 84
51	Martin	15 57	18 00	16 15	15 87
52	Miami	25 02	21 18	24 69	24 66
53	Monroe	14 85	.....	20 02	17 43
54	Montgomery	28 79	.....	20 93	27 86
55	Morgan	21 93	14 00	25 98	22 82
56	Newton	28 32	22 95	.....	26 28
57	Noble	25 38	19 43	29 13	24 64
58	Ohio	17 60	.....	33 47	20 77
59	Orange	14 57	13 78	.....	14 21
60	Owen	16 61	16 47	.....	16 82
61	Parke	23 43	38 45	.....	30 94
62	Perry	16 15	19 12	24 78	18 41
63	Pike	13 20	13 63	.....	13 25
64	Porter	34 40	.....	39 68	36 46
65	Posey	27 04	19 78	21 26	24 03
66	Pulaski	19 75	20 85	.....	19 83
67	Putnam	22 91	33 87	23 68	21 84
68	Randolph	24 52	21 77	21 87	22 53
69	Ripley	19 13	13 82	21 88	18 35
70	Rush	35 35	24 42	24 28	31 54
71	Scott	14 22	13 59	.....	14 10
72	Shelby	22 70	.....	21 99	22 65
73	Spencer	19 35	16 36	17 36	18 80
74	Starke	22 73	18 68	.....	21 98
75	St. Joseph	27 64	23 08	29 06	28 71
76	Steuben	24 22	26 86	20 61	24 13
77	Sullivan	14 45	14 55	16 94	14 81
78	Switzerland	17 73	15 45	21 21	19 72
79	Tippecanoe	39 43	26 13	38 30	38 47
80	Tipton	18 74	.....	17 65	18 57
81	Union	38 00	26 87	.....	32 44
82	Vanderburgh	28 16	.....	28 88	28 52
83	Vermillion	25 31	23 56	19 71	23 51
84	Vigo	17 62	15 00	29 99	25 82
85	Wabash	29 07	25 13	24 20	28 09
86	Warren	30 49	22 81	.....	26 65
87	Warrick	18 45	14 36	16 96	17 79
88	Washington	17 31	17 13	.....	17 26
89	Wayne	32 17	21 13	26 33	26 54
90	Wells	20 93	.....	23 67	21 52
91	White	24 93	19 48	25 64	24 05
92	Whitley	23 05	20 49	23 79	22 91
	Average	$22 82	$20 28	$23 53	$23 72

COMMISSIONED HIGH SCHOOLS.

Total Amount Paid Teachers, 1915-1916, By Townships, Towns, Cities and Counties.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$2,161 05	$5,448 00	$6,360 00	$13,969 05
2	Allen	14,250 00	.....	56,107 88	70,357 88
3	Bartholomew	3,837 00	2,890 00	17,799 35	24,526 35
4	Benton	22,004 52	3,320 25	.....	25,324 77
5	Blackford	1,813 75	.....	14,015 52	15,829 27
6	Boone	13,696 09	3,784 00	12,767 67	30,247 76
7	Brown	.....	2,768 81	.....	2,768 81
8	Carroll	10,264 00	3,211 25	7,017 07	20,492 32
9	Cass	12,315 00	5,614 51	20,850 00	38,779 51
10	Clark	2,013 00	.....	12,585 76	14,598 76
11	Clay	4,944 57	4,160 00	15,408 20	24,512 77
12	Clinton	23,255 09	.....	13,402 31	36,657 40
13	Crawford	.....	10,171 71	.....	10,171 71
14	Daviess	5,456 75	4,905 00	12,678 30	23,040 05
15	Dearborn	.....	.....	10,505 70	10,505 70
16	Decatur	8,799 20	2,080 00	9,546 64	20,425 84
17	Dekalb	2,928 75	5,918 01	15,164 54	24,011 30
18	Delaware	17,890 60	4,771 30	31,811 66	54,473 56
19	Dubois	1,745 00	.....	7,778 40	9,523 40
20	Elkhart	8,574 09	12,160 32	31,671 32	52,405 73
21	Fayette	.....	.....	12,058 40	12,058 40
22	Floyd	.....	.....	18,797 92	18,797 92
23	Fountain	10,316 00	.....	15,632 50	25,948 50
24	Franklin	.....	3,864 00	.....	3,864 00
25	Fulton	9,504 33	2,320 00	12,392 15	24,216 48
26	Gibson	14,917 75	3,959 00	10,881 50	29,758 25
27	Grant	9,300 00	11,658 41	26,506 20	47,464 61
28	Green	6,034 52	9,044 00	9,939 59	25,018 11
29	Hamilton	17,717 85	7,233 30	8,000 00	32,951 15
30	Hancock	11,643 40	3,420 00	7,365 20	22,428 60
31	Harrison	.....	4,236 50	.....	4,236 50
32	Hendricks	27,849 25	5,365 25	.....	33,214 50
33	Henry	15,983 82	6,063 20	9,695 00	31,742 02
34	Howard	10,757 52	.....	21,240 54	31,998 06
35	Huntington	.....	11,088 90	17,737 50	28,826 40
36	Jackson	7,579 92	5,297 00	8,388 22	21,265 14
37	Jasper	.....	4,690 00	7,880 00	12,570 00
38	Jay	10,058 97	2,650 00	12,386 18	25,095 15
39	Jefferson	2,064 00	.....	7,344 25	9,408 25
40	Jennings	.....	.....	3,955 00	3,955 00
41	Johnson	17,787 60	7,807 00	9,790 82	35,385 42
42	Knox	29,968 15	.....	25,171 42	55,139 57
43	Kosciusko	18,050 40	5,080 00	7,110 00	30,240 40
44	Lagrange	13,454 60	5,286 25	.....	18,740 85
45	Lake	5,402 58	5,230 00	112,073 52	122,706 10
46	Laporte	18,981 00	.....	36,165 93	55,146 93
47	Lawrence	3,120 00	.....	18,929 39	22,049 39
48	Madison	.....	10,770 00	43,270 50	54,040 50

COMMISSIONED HIGH SCHOOLS—Continued.

Total Amount Paid Teachers, 1915-1916, By Townships, Towns, Cities and Counties.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$28,012 56	.....	$261,131 36	$289,143 92
50	Marshall	3,528 00	$15,980 45	8,859 54	28,367 99
51	Martin	.....	2,797 35	3,560 00	6,357 35
52	Miami	7,858 00	6,280 00	12,098 93	26,236 93
53	Monroe	6,631 50	.....	17,845 11	24,476 61
54	Montgomery	28,390 14	4,275 00	18,613 63	51,278 77
55	Morgan	13,100 00	4,063 96	9,770 25	26,934 21
56	Newton	.....	11,072 00	.....	11,072 00
57	Noble	14,078 50	3,240 00	13,255 60	30,574 10
58	Ohio	.....	.....	2,853 60	2,853 60
59	Orange	.....	17,970 56	.....	17,970 56
60	Owen	2,513 50	7,277 00	.....	9,790 50
61	Parke	10,471 00	4,630 00	.....	15,101 00
62	Perry	.....	1,280 00	6,122 64	7,402 64
63	Pike	4,721 60	4,273 97	.....	8,995 57
64	Porter	12,855 60	.....	9,277 00	22,132 60
65	Posey	7,057 90	6,525 00	9,582 90	23,165 80
66	Pulaski	11,476 00	4,263 75	.....	15,739 75
67	Putnam	.....	9,101 00	9,298 97	18,399 97
68	Randolph	26,995 12	4,808 00	13,329 33	45,132 45
69	Ripley	1,884 00	6,848 25	2,800 00	11,532 25
70	Rush	4,743 00	3,850 00	10,555 00	19,148 00
71	Scott	1,360 00	3,444 40	.....	4,804 40
72	Shelby	11,645 70	.....	13,673 88	25,319 58
73	Spencer	2,158 75	6,605 23	5,692 63	14,456 61
74	Starke	2,600 00	6,794 00	.....	9,394 00
75	St. Joseph	8,560 00	2,207 23	76,247 66	87,014 89
76	Steuben	5,827 50	4,102 50	5,145 00	15,075 00
77	Sullivan	6,710 00	10,892 71	8,855 00	26,457 71
78	Switzerland	.....	.....	4,605 00	4,605 00
79	Tippecanoe	26,251 75	8,695 00	25,016 49	59,963 24
80	Tipton	12,152 42	.....	9,404 00	21,556 42
81	Union	.....	6,470 00	.....	6,470 00
82	Vanderburgh	.....	.....	75,464 20	75,464 20
83	Vermillion	7,658 75	4,823 50	9,905 06	22,387 31
84	Vigo	13,769 50	4,305 00	73,927 24	92,001 74
85	Wabash	27,773 74	6,372 00	14,935 00	49,080 74
86	Warren	5,919 00	3,217 95	.....	9,136 95
87	Warrick	.....	2,240 00	6,611 15	8,851 15
88	Washington	.....	9,562 89	.....	9,562 89
89	Wayne	11,313 16	9,335 84	37,233 50	57,882 50
90	Wells	9,641 15	.....	9,048 00	18,689 15
91	White	10,343 65	8,776 27	7,315 50	26,435 42
92	Whitley	7,594 00	6,888 85	7,365 72	21,848 57
	Total	$772,035 61	$409,535 63	$1,157,580 94	$2,739,152 18

COMMISSIONED HIGH SCHOOLS.

Total Amount Paid for Apparatus, Books, Furniture, Other Appliances and Repairs (Including Janitor's Fees, and Fuel), 1915-1916, By Township, Towns, Cities and Counties.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$245 17	$1,030 01	$1,593 00	$2,868 18
2	Allen	3,101 61	.....	16,566 45	19,668 06
3	Bartholomew	1,895 71	1,074 91	1,898 89	4,869 51
4	Benton	5,210 49	1,638 90	.....	6,849 39
5	Blackford	444 05	.....	3,694 63	4,138 68
6	Boone	4,166 57	910 00	4,086 26	9,162 83
7	Brown	.....	354 50	.....	354 50
8	Carroll	2,707 50	1,111 22	1,854 93	5,673 65
9	Cass	9,077 93	2,225 63	5,070 80	16,374 36
10	Clark	256 07	.....	1,711 73	1,967 80
11	Clay	1,545 47	484 55	7,237 47	9,267 49
12	Clinton	6,279 19	.....	4,121 34	10,400 53
13	Crawford	.....	697 27	.....	697 27
14	Daviess	1,037 00	621,08	4,631 28	6,289 36
15	Dearborn	.....	.....	2,595 03	2,595 03
16	Decatur	1,870 63	367 67	4,219 20	6,457 50
17	Dekalb	444,98	2,375 91	4,084 09	6,904 98
18	Delaware	2,580 50	1,368 77	9,240 06	13,189 33
19	Dubois	162 00	.....	981 15	1,143 15
20	Elkhart	3,756 63	4,244 20	17,376 60	25,377 43
21	Fayette	.....	.....	3,418 67	3,418 67
22	Floyd	.....	.....	3,336 80	3,336 80
23	Fountain	1,020 83	.....	3,053 80	4,074 63
24	Franklin	.....	784 40	.....	784 40
25	Fulton	2,818 76	811 77	3,660 54	7,291 07
26	Gibson	3,268 07	566 99	1,930 80	5,765 86
27	Grant	2,364 51	2,113 83	5,103 85	9,582 19
28	Greene	1,862 25	2,152 30	995 16	5,009 71
29	Hamilton	3,923 50	1,333 11	2,865 40	8,122 01
30	Hancock	2,717 67	1,486 44	830 00	5,034 11
31	Harrison	.....	853 91	.....	853 91
32	Hendricks	7,828 77	1,790 10	.....	9,618 87
33	Henry	5,741 07	2,119 45	1,832 87	9,693 39
34	Howard	2,101 79	.....	7,572 71	9,674 50
35	Huntington	.....	3,954 87	4,092 37	8,047 24
36	Jackson	2,249 61	823 73	2,262 12	5,335 46
37	Jasper	.....	1,787 61	1,812 11	3,599 72
38	Jay	2,462 54	731 00	2,134 72	5,328 26
39	Jefferson	49 26	.....	1,405 64	1,454 90
40	Jennings	.....	.....	335 00	335 00
41	Johnson	4,123 70	3,935 69	1,858 77	9,918 16
42	Knox	5,124 20	.....	5,249 35	10,373 55
43	Kosciusko	4,631 65	965 00	1,500 00	7,096 65
44	Lagrange	5,316 96	2,800 00	.....	8,116 96
45	Lake	2,053 98	2,187 45	30,363 45	34,604 88
46	Laporte	11,358 22	.....	9,069 93	20,428 15
47	Lawrence	615 33	.....	2,513 51	3,128 84
48	Madison	.....	2,140 32	14,251 44	16,391 76

COMMISSIONED HIGH SCHOOLS.

Total Amount Paid for Apparatus, Books, Furniture, Other Appliances and Repairs (Including Janitor's Fees and Fuel), 1915-1916, By Township, Towns, Cities and Counties.—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$5,228 43	.....	$89,263 09	$94,491 52
50	Marshall	1,120 00	$3,098 40	1,168 94	5,387 34
51	Martin	.....	.....	310 00	310 00
52	Miami	1,139 16	875 00	3,927 67	5,941 83
53	Monroe	805 35	.....	2,866 68	3,672 03
54	Montgomery	6,564 45	.....	5,191 12	11,755 57
55	Morgan	1,953 83	985 45	2,192 85	5,132 13
56	Newton	.....	3,310 64	.....	3,310 64
57	Noble	4,464 47	1,793 03	4,943 51	11,201 01
58	Ohio	.....	.....	1,193 45	1,193 45
59	Orange	.....	2,479 33	.....	2,479 33
60	Owen	565 06	1,987 36	.....	2,552 42
61	Parke	1,873 48	1,748 97	.....	3,622 45
62	Perry	.....	96 79	603 11	699 90
63	Pike	1,711 10	832 74	.....	2,543 84
64	Porter	2,813 05	.....	5,043 80	7,856 85
65	Posey	2,486 44	1,150 03	3,130 39	6,766 86
66	Pulaski	1,645 00	725 00	.....	2,370 00
67	Putnam	.....	1,481 21	1,380 45	2,861 66
68	Randolph	5,046 00	1,194 59	1,885 04	8,125 63
69	Ripley	988 09	1,309 07	273 71	2,570 87
70	Rush	962 53	700 00	1,530 00	3,192 53
71	Scott	94 99	731 63	.....	826 62
72	Shelby	1,631 75	.....	3,851 23	5,482 98
73	Spencer	523 09	1,555 31	700 00	2,778 40
64	Starke	661 39	1,962 96	.....	2,624 35
75	St. Joseph	2,608 96	480 77	30,394 50	33,484 23
76	Steuben	1,803 31	1,536 91	1,473 95	4,814 17
77	Sullivan	1,291 00	1,575 48	1,027 66	3,894 14
78	Switzerland	.....	.....	852 34	852 34
79	Tippecanoe	7,300 54	1,630 87	12,755 59	21,687 00
80	Tipton	1,760 58	.....	1,351 00	3,111 58
81	Union	.....	1,966 98	.....	1,966 98
82	Vanderburgh	.....	.....	21,679 03	21,679 03
83	Vermillion	3,686 02	864 79	2,902 49	7,453 30
84	Vigo	2,640 84	200 00	34,938 00	37,778 84
85	Wabash	6,262 64	780 00	7,521 72	14,564 36
86	Warren	1,989 91	1,532 18	.....	3,522 09
87	Warrick	.....	517 13	1,053 63	1,570 76
88	Washington	.....	1,657 26	.....	1,657 26
89	Wayne	3,676 18	1,967 33	7,843 60	13,487 11
90	Wells	2,814 19	.....	2,677 85	5,492 04
91	White	3,179 62	1,524 67	1,208 00	5,912 29
92	Whitley	2,134 42	1,689 60	5,292 26	9,116 28
	Total	$199,840 04	$97,784 07	$464,838 58	$762,462 69

COMMISSIONED HIGH SCHOOLS.

TOTAL CURRENT COST OF MAINTENANCE, 1915-1916.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
1	Adams	$2,406 22	$6,478 01	$7,953 00	$16,837 23
2	Allen	17,351 61	.....	72,674 33	90,025 94
3	Bartholomew	5,732 71	3,964 91	19,698 24	29,395 86
4	Benton	27,215 01	4,959 15	.....	32,174 16
5	Blackford	2,257 80	.....	17,710 15	19,967 95
6	Boone	17,862 66	4,694 00	16,853 93	39,410 59
7	Brown	.....	3,123 31	.....	3,123 31
8	Carroll	12,971 50	4,322 47	8,872 00	26,165 97
9	Cass	21,392 93	7,840 14	25,920 80	55,153 87
10	Clark	2,269 07	.....	14,297 49	16,566 56
11	Clay	6,490 04	4,644 55	22,645 67	33,780 26
12	Clinton	29,534 28	.....	17,523 65	47,057 93
13	Crawford	.....	10,868 98	.....	10,868 98
14	Daviess	6,493 75	5,526 08	17,309 58	29,329 41
15	Dearborn	.....	.....	13,100 73	13,100 73
16	Decatur	10,669 83	2,447 67	13,765 84	26,883 34
17	Dekalb	3,373 73	8,293 92	19,248 63	30,916 28
18	Delaware	20,471 10	6,140 07	41,051 72	67,662 89
19	Dubois	1,907 00	.....	8,759 55	10,666 55
20	Elkhart	12,330 72	16,404 52	49,047 92	77 783 16
21	Fayette	.....	.....	15,477 07	15,477 07
22	Floyd	.....	.....	22,134 72	22,134 72
23	Fountain	11,336 83	.....	18,686 30	30,023 13
24	Frankoin	.....	4,648 40	.....	4,648 40
25	Fulton	12,323 09	3,131 77	16,052 69	31,507 55
26	Gibson	18,185 82	4,525 99	12,812 30	35,524 11
27	Grant	11,664 51	13,772 24	31,610 05	57,046 80
28	Greene	7,896 77	11,196 30	10,934 75	30,027 82
29	Hamilton	21,641 35	8,566 41	10,865 40	41,073 16
30	Hancock	14,361 07	4,906 44	8,195 20	27,462 71
31	Harrison	.....	5,090 41	.....	5,090 41
32	Hendricks	35,678 02	7,155 35	.....	42,833 37
33	Henry	21,724 89	8,182 65	11,527 87	41,435 41
34	Howard	12,859 31	.....	28,813 25	41,672 56
35	Huntington	.....	15,043 77	21,829 87	36,873 64
36	Jackson	9,829 53	6,120 73	10,650 34	26,600 60
37	Jasper	.....	6,477 61	9,692 11	16,169 72
38	Jay	12,521 51	3,381 00	14,520 90	30,423 41
39	Jefferson	2,113 26	.....	8,749 89	10,863 15
40	Jennings	.....	.....	4,290 00	4,290 00
41	Johnson	21,911 30	11,742 69	11,649 59	45,303 58
42	Knox	35,092 35	.....	30,420 77	65,513 12
43	Kosciusko	22,682 05	6,045 00	8,610 00	37,337 05
44	Lagrange	18,771 56	8,086 25	.....	26,857 81
45	Lake	7,456 56	7,417 45	142,436 97	157,310 98
46	Laporte	30,339 22	.....	45,235 86	75,575 08
47	Lawrence	3,735 33	.....	21,442 90	25,178 23
48	Madison	.....	12,910 32	57,521 94	70,432 26

COMMISSIONED HIGH SCHOOLS.

TOTAL CURRENT COST OF MAINTENANCE, 1915-1916—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$33,240 99	.....	$350,394 45	$383,635 44
50	Marshall	4,648 00	$19,078 85	10,028 48	33,755 33
51	Martin	.....	2,797 35	3,870 00	6,667 35
52	Miami	8,997 16	7,155 00	16,026 60	32,178 76
53	Monroe	7,436 85	.....	20,711 79	28,148 64
54	Montgomery	34,954 59	4,275 00	23,804 75	63,034 34
55	Morgan	15,053 83	5,049 41	11,963 10	32,066 34
56	Newton	.....	14,382 64	.....	14,382 64
57	Noble	18,542 97	5,033 03	18,199 11	41,775 11
58	Ohio	.....	.....	4,047 05	4,047 05
59	Orange	.....	20,449 89	.....	20,449 89
60	Owen	3,078 56	9,264 36	.....	12,342 92
61	Parke	12,344 48	6,378 97	.....	18,723 45
62	Perry	.....	1,376 79	6,725 75	8,102 54
63	Pike	6,432 70	5,106 71	.....	11,539 41
64	Porter	15,668 65	.....	14,320 80	29,989 45
65	Posey	9,544 34	7,675 03	12,713 29	29,932 66
66	Pulaski	13,121 00	4,988 75	.....	18,109 75
67	Putnam	.....	10,582 21	10,679 42	21,261 63
68	Randolph	32,041 12	6,002 59	15,214 37	53,258 08
69	Ripley	2,872 09	8,157 32	3,073 71	14,103 12
70	Rush	5,705 53	4,550 00	12,085 00	22,340 53
71	Scott	1,454 99	4,176 03	.....	5,631 02
72	Shelby	13,277 45	.....	17,525 11	30,802 56
73	Spencer	2,681 84	8,160 54	6,392 63	17,235 01
74	Starke	3,261 39	8,756 96	.....	12,018 35
75	St. Joseph	11,168 96	2,688 00	106,642 16	120,499 12
76	Steuben	7,630 81	5,639 41	6,618 95	19,889 17
77	Sullivan	8,001 00	12,468 19	9,882 66	30,351 85
78	Switzerland	.....	.....	5,457 34	5,457 34
79	Tippecanoe	33,552 29	10,325 87	37,772 08	81,650 24
80	Tipton	13,913 00	.....	10,755 00	24,668 00
81	Union	.....	8,436 98	.....	8,436 98
82	Vanderburgh	.....	.....	97,143 23	97,143 23
83	Vermillion	11,344 77	5,688 29	12,807 55	29,840 61
84	Vigo	16,410 34	4,505 00	108,865 24	129,780 58
85	Wabash	34,036 38	7,152 00	22,456 72	63,645 10
86	Warren	7,908 91	4,750 13	.....	12,659 04
87	Warrick	.....	2,757 13	7,664 78	10,421 91
88	Washington	.....	11,220 15	.....	11,220 15
89	Wayne	14,989 34	11,303 17	45,077 10	71,369 61
90	Wells	12,455 34	.....	11,725 85	24,181 19
91	White	13,523 27	10,300 94	8,523 50	32,347 71
92	Whitley	9,728 42	8,578 45	12,657 98	30,964 85
	Total	$971,875 65	$507,319 70	$2,022,419 52	$3,501,614 87

COMMISSIONED HIGH SCHOOLS.

AVERAGE COST PER PUPIL, 1915-16.

No	COUNTIES.	Township	Towns.	Cities.	County.
1	Adams	$60 15	$33 07	$44 18	$45 80
2	Allen	67 78	.....	69 83	68 67
3	Bartholomew	70 77	46 65	38 24	43 17
4	Benton	73 55	64 40	.....	71 98
5	Blackford	62 71	.....	50 74	56 73
6	Boone	65 91	46 01	51 63	55 51
7	Brown	.....	42 20	.....	42 20
8	Carroll	61 72	41 56	38 91	47 39
9	Cass	75 06	56 59	37 67	56 44
10	Clark	34 91	.....	41 50	37 48
11	Clay	55 95	39 02	48 70	48 26
12	Clinton	65 49	.....	38 60	52 00
13	Crawford	.....	67 32	.....	67 32
14	Daviess	56 54	38 36	61 67	52 23
15	Dearborn	.....	.....	42 16	42 16
16	Decatur	67 09	25 76	65 25	52 70
17	Dekalb	50 31	50 57	43 12	45 80
18	Delaware	48 97	44 17	39 09	44 07
19	Dubois	65 41	.....	56 51	57 97
20	Elkhart	67 83	57 56	51 74	59 04
21	Fayette	.....	.....	56 48	56 48
22	Floyd	.....	.....	49 07	49 07
23	Fountain	55 57	.....	46 81	51 19
24	Franklin	.....	49 45	.....	49 45
25	Fulton	56 27	39 64	66 32	54 08
26	Gibson	57 06	30 77	44 50	44 11
27	Grant	65 90	43 30	45 28	48 18
28	Greene	55 22	37 07	32 44	38 40
29	Hamilton	52 15	41 38	48 28	48 49
30	Hancock	59 34	61 33	39 94	51 04
31	Harrison	.....	.....	40 72	40 72
32	Hendricks	51 85	50 74	.....	51 66
33	Henry	61 84	41 12	46 12	49 69
34	Howard	51 03	.....	43 65	45 74
35	Huntington	.....	36 60	47 35	42 28
36	Jackson	59 93	40 00	37 37	44 18
37	Jasper	.....	47 63	50 22	49 14
38	Jay	65 74	43 91	47 02	57 28
39	Jefferson	63 00	.....	39 41	51 21
40	Jennings	.....	.....	35 75	35 75
41	Johnson	72 52	61 67	38 83	57 67
42	Knox	77 81	.....	45 42	58 34
43	Kosciusko	54 92	42 87	34 40	46 44
44	Lagrange	70 00	56 79	.....	67 80
45	Lake	49 05	85 25	72 74	71 60
46	Laporte	101 07	.....	66 31	83 69
47	Lawrence	45 00	.....	48 51	47 96
48	Madison	.....	38 95	43 54	41 52

COMMISSIONED HIGH SCHOOLS.

AVERAGE COST PER PUPIL, 1915-16—Continued.

No.	COUNTIES.	Townships.	Towns.	Cities.	County.
49	Marion	$61 16	.....	$69 40	$65 28
50	Marshall	54 04	$43 96	45 37	45 55
51	Martin	.....	46 00	53 00	50 13
52	Miami	59 19	48 34	61 88	57 56
53	Monroe	68 31	.....	44 64	56 47
54	Montgomery	71 05	.....	53 12	62 08
55	Morgan	65 73	41 00	46 91	46 81
56	Newton	.....	46 24	.....	46 24
57	Noble	57 76	52 42	62 40	56 99
58	Ohio	.....	.....	46 51	46 51
59	Orange	.....	.....	56 96	56 96
60	Owen	59 20	39 09	.....	42 71
61	Parke	66 62	30 07	.....	59 31
62	Perry	.....	80 98	65 30	67 52
63	Pike	56 95	30 39	.....	48 09
64	Porter	67 53	.....	55 08	60 95
65	Posey	80 59	69 77	45 25	65 24
66	Pulaski	68 49	.....	44 54	64 50
67	Putnam	.....	42 84	49 28	35 67
68	Randolph	59 11	61 35	51 58	54 68
69	Ripley	57 44	41 83	45 87	45 20
70	Rush	67 12	62 20	62 70	64 01
71	Scott	45 46	33 41	.....	35 87
72	Shelby	63 55	.....	48 95	54 50
73	Spencer	50 60	45 08	46 32	47 76
74	Starke	44 07	45 37	.....	45 01
75	St. Joseph	60 26	44 80	75 28	72 42
76	Steuben	41 47	59 99	43 54	46 25
77	Sullivan	60 15	59 37	33 39	47 49
78	Switzerland	.....	.....	47 45	47 45
79	Tippecanoe	89 44	52 15	67 50	84 06
80	Tipton	55 87	.....	45 00	50 54
81	Union	.....	59 10	.....	59 10
82	Vanderburgh	.....	.....	75 01	75 01
83	Vermillion	65 57	57 45	48 51	55 67
84	Vigo	63 36	36 00	66 01	63 37
85	Wabash	54 02	51 08	79 09	56 48
86	Warren	61 15	55 88	.....	58 51
87	Warrick	.....	54 06	38 32	40 87
88	Washington	.....	34 00	.....	34 00
89	Wayne	67 90	47 37	63 31	59 53
90	Wells	56 34	.....	46 74	49 45
91	White	55 88	40 95	47 35	47 78
92	Whitley	58 96	42 89	61 74	54 32
	Average	$62 20	$46 04	$56 21	$55 91

CERTIFIED HIGH SCHOOLS.

Total Amount Paid Teachers, Amount Paid for Apparatus, Etc.; Total Current Cost of Maintenance and Average Cost Per Pupil for 1915-1916, by Counties

No.	COUNTIES.	Total Amount Paid Teachers.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost per Pupil.
1	Adams	.....	.....	.....	.....
2	Allen	.....	.....	.....	.....
3	Bartholomew	.....	.....	.....	.....
4	Benton	$3,000 00	$840 73	$3,840 73	$87 29
5	Blackford	.....	.....	.....	.....
6	Boone	.....	.....	.....	.....
7	Brown	2,551 75	272 34	2,824 09	101 16
8	Carroll	2,930 00	864 82	3,794 82	54 24
9	Cass	1,866 25	894 19	2,760 44	197 17
10	Clark	3,232 50	423 91	3,656 41	41 55
11	Clay	4,509 00	932 62	5,441 62	50 85
12	Clinton	.....	.....	.....	.....
13	Crawford	.....	.....	.....	.....
14	Daviess	3,570 00	200 00	3,770 00	75 40
15	Dearborn	.....	.....	.....	.....
16	Decatur	.....	.....	.....	.....
17	Dekalb	.....	.....	.....	.....
18	Delaware	.....	.....	.....	.....
19	Dubois	4,925 00	614 26	5,539 26	39 00
20	Elkhart	.....	.....	.....	.....
21	Fayette	6,258 00	383 36	6,641 36	59 30
22	Floyd	1,440 00	.....	1,440 00	30 00
23	Fountain	.....	.....	.....	.....
24	Franklin	.....	.....	.....	.....
25	Fulton	4,896 15	1,636 40	6,532 55	49 08
26	Gibson	3,502 50	584 78	4,087 28	48 59
27	Grant	.....	.....	.....	.....
28	Greene	5,267 80	1,082 99	6,350 79	43 80
29	Hamilton	3,389 80	660 71	4,050 51	51 27
30	Hancock	3,112 00	197 23	3,309 23	60 17
31	Harrison	13,942 58	1,499 23	15,441 81	47 27
32	Hendricks	.....	.....	.....	.....
33	Henry	1,312 00	170 17	1,482 17	47 81
34	Howard	.....	.....	.....	.....
35	Huntington	14,343 05	3,699 86	18,042 91	58 01
36	Jackson	1,097 67	293 31	1,390 98	63 23
37	Jasper	.....	.....	.....	.....
38	Jay	.....	.....	.....	.....
39	Jefferson	6,040 90	891 29	6,932 19	48 09
40	Jennings	7,196 30	1,116 61	8,312 91	51 60
41	Johnson	.....	.....	.....	.....
42	Knox	.....	.....	.....	.....
43	Kosciusko	4,877 86	1,340 20	6,218 06	59 31
44	Lagrange	1,522 00	405 00	1,927 00	120 43
45	Lake	1,845 00	890 00	2,735 00	75 96
46	Laporte	.....	.....	.....	.....
47	Lawrence	9,556 00	1,561 42	11,117 42	45 19
48	Madison	.....	.....	.....	.....

CERTIFIED HIGH SCHOOLS—Continued.

Total Amount Paid Teachers, Amount Paid for Apparatus, Etc., Total Current Cost of Maintenance and Average Cost Per Pupil, for 1915-1916, by Counties.

No.	COUNTIES.	Total Amount Paid Teachers.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance	Average Cost per Pupil.
49	Marion	$2,402 83	$154 33	$2,557 16	$106 54
50	Marshall	2,852 30	510 00	3,362 30	48 73
51	Martin	1,572 60	172 95	1,745 55	56 30
52	Miami	5,525 50	1,391 99	6,917 49	51 62
53	Monroe				
54	Montgomery	9,982 45	2,810 42	12,792 87	68 77
55	Morgan	1,740 00	300 00	2,040 00	45 33
56	Newton				
57	Noble				
58	Ohio				
59	Orange				
60	Owen	3,380 90	462 61	3,842 51	54 13
61	Parke	5,062 00	789 40	5,851 40	45 17
62	Perry	10,503 50	646 36	11,149 86	69 25
63	Pike	4,177 50	314 01	4,491 51	44 73
64	Porter	1,620 00	159 39	1,779 39	161 76
65	Posey				
66	Pulaski				
67	Putnam	3,196 00	1,050 00	4,246 00	31 96
68	Randolph	1,720 00	227 80	1,947 80	69 40
69	Ripley				
70	Rush	8,320 43	1,544 47	9,864 90	61 65
71	Scott				
72	Shelby				
73	Spencer	1,521 70	276 03	1,797 73	54 47
74	Starke	1,440 00	632 70	2,072 70	60 96
75	St. Joseph				
76	Steuben	1,422 50	251 00	1,673 50	39 83
77	Sullivan	8,977 00	1,358 94	10,335 94	48 75
78	Switzerland	2,839 00	517 71	3,356 71	42 49
79	Tippecanoe	3,220 15	574 62	3,794 77	118 58
80	Tipton				
81	Union				
82	Vanderburgh				
83	Vermillion				
84	Vigo	2,240 00	631 22	2,871 22	41 01
85	Wabash				
86	Warren	660 00	175 00	835 00	39 76
87	Warrick	9,497 00	981 25	10,478 25	57 62
88	Washington				
89	Wayne				
90	Wells	1,705 88	215 44	1,921 32	53 37
91	White				
92	Whitley				
	Total	$211,763 35	$37,603 07	$249,366 42	$54 16

NON-CERTIFIED HIGH SCHOOLS.

Total Amount Paid Teachers; Amount Paid for Apparatus, Etc.; Total Current Cost of Maintenance, and Average Cost per Pupil, for 1915-1916, by Counties.

No.	COUNTIES.	Total Amount Paid Teachers.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost per Pupil.
1	Adams	$2,491 73	$464 71	$2,956 44	$47 48
2	Allen	.....	.....	.....	.....
3	Bartholomew	1,992 80	328 26	2,321 06	52 75
4	Benton	.....	.....	.....	.....
5	Blackford	.....	.....	.....	.....
6	Boone	.....	.....	.....	.....
7	Brown	.....	.....	.....	.....
8	Carroll	1,960 00	652 70	2,612 70	75 35
9	Cass	.....	.....	.....	.....
10	Clark	2,840 00	280 00	3,120 00	52 00
11	Clay	720 00	30 00	750 00	62 50
12	Clinton	1,670 00	104 00	1,774 00	198 55
13	Crawford	607 75	19 58	627 33	78 41
14	Daviess	1,955 00	228 77	2,183 77	45 82
15	Dearborn	1,177 88	159 90	1,337 78	37 73
16	Decatur	3,635 50	1,210 75	4,846 25	49 96
17	Dekalb	.....	.....	.....	.....
18	Delaware	1,245 62	105 54	1,351 16	56 29
19	Dubois	496 50	53 50	550 00	50 00
20	Elkhart	672 25	129 00	801 25	133 54
21	Fayette	1,771 50	96 59	1,868 09	53 37
22	Floyd	.....	.....	.....	.....
23	Fountain	1,022 00	.....	1,022 00	85 16
24	Franklin	3,603 00	662 31	4,265 31	57 09
25	Fulton	.....	.....	.....	.....
26	Gibson	385 00	49 56	434 56	62 08
27	Grant	609 00	65 00	674 00	74 88
28	Greene	1,472 00	284 55	1,756 55	35 12
29	Hamilton	720 00	237 00	957 00	95 70
30	Hancock	1,148 00	761 63	1,909 63	119 35
31	Harrison	.....	.....	.....	.....
32	Hendricks	1,632 00	451 00	2,083 00	138 86
33	Henry	1,395 00	226 00	1,621 00	80 39
34	Howard	.....	.....	.....	.....
35	Huntington	.....	.....	.....	.....
36	Jackson	1,771 10	221 49	1,992 59	35 58
37	Jasper	640 00	205 00	845 00	76 82
38	Jay	572 00	189 00	761 00	58 54
39	Jefferson	.....	.....	.....	.....
40	Jennings	1,980 32	480 39	2,460 71	26 01
41	Johnson	.....	.....	.....	.....
42	Knox	2,840 50	560 16	3,400 66	60 73
43	Kosciusko	640 00	164 00	804 00	44 66
44	Lagrange	4,219 30	1,200 55	5,419 85	59 77
45	Lake	3,338 63	627 00	3,965 63	80 12
46	Laporte	2,691 75	1,498 69	4,190 44	85 28
47	Lawrence	.....	.....	.....	.....
48	Madison	.....	.....	.....	.....

NON-CERTIFIED HIGH SCHOOLS.—Continued.

Total Amount Paid Teachers; Amount Paid for Apparatus, Etc.; Total Current Cost of Maintenance, and Average Cost per Pupil, for 1915-1916, by Counties.

No.	COUNTIES.	Total Amount Paid Teachers.	Total Amount Paid for Apparatus, Etc.	Total Current Cost of Maintenance.	Average Cost per Pupil.
49	Marion	$2,714 50	21,145 00	$3,859 50	$120 50
50	Marshall	.....	.....	.....	.....
51	Martin	1,143 75	80 00	1,223 75	122 38
52	Miami	2,606 10	489 89	3,095 99	67 30
53	Monroe	.....	.....	.....	.....
54	Montgomery	.....	.....	.....	.....
55	Morgan	1,200 00	187 00	1,387 00	16 09
56	Newton	1,480 00	176 11	1,656 11	92 01
57	Noble	.....	.....	.....	.....
58	Ohio	.....	.....	.....	.....
59	Orange	.....	.....	.....	.....
60	Owen	560 00	30 50	590 50	45 42
61	Parke	.....	.....	.....	.....
62	Perry	.....	.....	.....	.....
63	Pike	1,568 82	202 10	1,770 92	43 77
64	Porter	4,917 50	1,341 82	6,259 32	109 81
65	Posey	2,379 52	462 11	2,841 63	50 54
66	Pulaski	996 00	500 00	1,496 00	99 00
67	Putnam	5,199 50	676 64	5,876 14	21 17
68	Randolph	1,465 00	552 00	2,017 00	69 55
69	Ripley	1,862 45	304 58	2,167 03	34 39
70	Rush	4,148 00	348 58	4,496 58	55 50
71	Scott	765 00	61 27	826 27	39 35
72	Shelby	2,310 00	637 40	2,947 40	51 70
73	Spencer	520 00	53 40	573 40	57 34
74	Starke	1,660 00	280 00	1,940 00	129 33
75	St. Joseph	720 00	157 02	877 02	124 14
76	Steuben	2,152 00	261 75	2,413 75	39 57
77	Sullivan	2,284 00	520 00	2,804 00	46 73
78	Switzerland	.....	.....	.....	.....
79	Tippecanoe	1,440 00	849 90	2,289 90	134 70
80	Tipton	709 75	108 60	818 35	90 92
81	Union	4,800 00	2,660 92	7,460 92	77 89
82	Vanderburgh	.....	.....	.....	.....
83	Vermillion	800 00	356 00	1,156 00	89 00
84	Vigo	1,260 00	174 14	1,434 14	62 35
85	Wabash	.....	.....	.....	.....
86	Warren	640 00	71 89	711 89	50 85
87	Warrick	626 25	1,220 00	1,846 25	61 54
88	Washington	2,523 40	474 19	2,997 59	31 88
89	Wayne	1,138 89	405 86	1,544 75	102 98
90	Wells	2,688 00	992 09	3,680 09	95 82
91	White	.....	.....	.....	.....
92	Whitley	1,490 00	425 00	1,915 00	39 89
	Total	$114,684 56	$27,952 39	$142,636 95	$57 28

ASSESSED VALUATION OF ALL PROPERTY; ESTIMATED VALUE OF SCHOOL PROPERTY, AND AMOUNT OF INDEBTEDNESS FOR SCHOOL PURPOSES, 1915-16.

No.	COUNTIES	Assessed Valuation of Property of County in 1915.	Estimated Value of School Property.	Amount of Indebtedness for School Purposes, Including Bonds and Orders or Warrants.
1	Adams	$17,278,755 00	$439,300 00	$85,891 00
2	Allen	68,490,990 00	2,210,700 00	783,515 00
3	Bartholomew	22,195,391 00	465,900 00	89,696 32
4	Benton	21,521,045 00	217,100 00	.....
5	Blackford	10,690,795 00	326,000 00	50,150 00
6	Boone	25,876,945 00	476,495 00	193,400 00
7	Brown	2,322,690 00	52,200 00	4,276 00
8	Carroll	13,978,385 00	424,000 00	92,262 50
9	Cass	27,351,245 00	771,000 00	335,438 33
10	Clark	14,715,365 00	370,500 00	66,000 00
11	Clay	14,075,000 00	592,350 00	153,380 00
12	Clinton	26,343,140 00	666,100 00	151,725 00
13	Crawford	2,702,155 00	55,100 00	18,019 75
14	Daviess	18,619,961 00	382,800 00	51,000 00
15	Dearborn	10,094,240 00	186,950 00	13,000 00
16	Decatur	17,120,310 00	482,500 00	126,048 00
17	Dekalb	18,160,910 00	369,200 00	63,600 00
18	Delaware	36,659,910 00	1,190,768 00	455,445 00
19	Dubois	9,217,275 00	190,100 00	33,348 25
20	Elkhart	33,445,570 00	1,115,650 00	152,420 00
21	Fayette	11,763,185 00	340,000 00	111,569 00
22	Floyd	13,588,385 00	441,793 00	81,940 00
32	Fountain	18,705,490 00	338,350 00	121,117 00
24	Franklin	10,357,075 00	199,900 00	120,790 00
25	Fulton	14,988,300 00	392,415 00	177,030 00
26	Gibson	19,896,575 00	500,062 00	147,900 00
27	Grant	30,694,190 00	964,200 00	275,047 50
28	Greene	17,212,060 00	443,175 00	137,885 00
29	Hamilton	11,448,213 00	488,600 00	121,800 00
30	Hancock	20,921,680 00	312,100 00	59,731 31
31	Harrison	6,383,300 00	129,000 00	33,700 00
32	Hendricks	20,351,645 00	469,900 00	189,265 00
33	Henry	23,924,880 00	598,250 00	247,340 00
34	Howard	24,985,355 00	796,654 00	298,293 10
35	Huntington	22,809,550 00	508,975 00	239,242 00
36	Jackson	15,417,630 00	325,950 00	78,930 00
37	Jasper	15,238,950 00	190,750 00	23,310 00
38	Jay	18,156,410 00	457,130 00	114,900 00
39	Jefferson	9,323,705 00	131,900 00	52,460 00
40	Jennings	6,583,285 00	147,350 00	39,575 00
41	Johnson	19,698,310 00	531,500 00	152,860 00
42	Knox	11,754,235 00	1,034,228 50	429,770 00
43	Kosciusko	25,452,155 00	550,500 00	204,791 00
44	Lagrange	12,701,959 00	293,964 00	108,115 00
45	Lake	84,524,365 00	3,431,007 00	1,179,896 01
46	Laporte	36,682,966 00	1,131,535 00	357,414 33
47	Lawrence	14,514,499 00	459,970 00	100,615 81
48	Madison	38,078,230 00	1,202,600 00	268,400 00

ASSESSED VALUATION OF ALL PROPERTY; ESTIMATED VALUE OF SCHOOL PROPERTY AND AMOUNT OF INDEBTEDNESS FOR SCHOOL PURPOSES, 1915-16.—Continued.

No.	COUNTIES.	Assessed Valuation of Property of County in 1915.	Estimated Value of School Property.	Amount of Indebtedness for School Purposes, Including Bonds and Orders or Warrants.
49	Marion	$254,914,752 00	$5,528,999 00	$2,440,827 50
50	Marshall	20,767,145 00	397,975 00	62,369 49
51	Martin	4,569,055 00	84,000 00	6,075 00
52	Miami	17,823,600 00	523,850 00	143,050 00
53	Monroe	11,435,410 00	492,695 00	143,230 00
54	Montgomery	27,961,195 00	844,300 00	335,228 84
55	Morgan	13,550,450 00	364,500 00	107,920 00
56	Newton	14,183,259 00	177,000 00	41,958 00
57	Noble	7,770,285 00	453,140 00	151,108 74
58	Ohio	1,982,515 00	29,200 00	4,900 00
59	Orange	6,238,630 00	153,550 00	39,950 00
60	Owen	6,702,661 00	174,550 00	68,122 00
61	Parke	14,938,629 00	254,900 00	53,800 00
62	Perry	4,535,310 00	106,122 70	1,900 00
63	Pike	7,547,505 00	157,800 00	28,870 00
64	Porter	22,789,870 00	421,850 00	105,702 00
65	Posey	16,123,885 00	433,100 00	35,500 00
66	Pulaski	9,950,060 00	374,600 00	167,500 00
67	Putnam	18,212,157 00	240,500 00	6,003 62
68	Randolph	24,942,630 00	589,800 00	255,702 00
69	Ripley	8,908,730 00	173,840 00	30,272 00
70	Rush	22,220,470 00	553,500 00	166,650 00
71	Scott	3,925,670 00	114,500 00	28,409 64
72	Shelby	24,349,287 00	500,000 00	130,250 00
73	Spencer	7,360,960 00	208,875 00	36,600 00
74	Starke	8,713,540 00	192,500 00	75,830 00
75	St. Jospeh	48,833,260 00	2,281,000 00	784,400 00
76	Steuben	9,564,880 00	320,000 00	70,203 70
77	Sullivan	19,322,280 00	510,000 00	225,256 67
78	Switzerland	3,459,885 00	68,900 00	11,300 00
79	Tippecanoe	37,146,550 00	1,306,900 00	335,095 00
80	Tipton	14,614,660 00	270,140 00	106,940 00
81	Union	6,856,580 00	153,000 00	37,300 00
82	Vanderburgh	53,995,700 00	1,544,400 00	353,100 00
83	Vermillion	16,013,585 00	297,450 00	114,575 00
84	Vigo	57,387,780 00	1,999,362 24	868,433 32
85	Wabash	22,324,470 00	817,200 00	259,165 67
86	Warren	15,560,945 00	178,540 00	32,350 00
87	Warriek	8,930,480 00	206,750 00	89,453 18
88	Washington	8,535,550 00	183,590 00	28,835 25
89	Wayne	37,473,005 00	1,047,000 00	244,420 00
90	Wells	18,781,375 00	332,320 00	44,450 00
91	White	15,919,350 00	1,677,828 00	112,880 00
92	Whitley	15,714,560 00	312,600 00	50,037 50
	Total	$1,979,869,314 00	$54,849,098 44	$16,828,226 33

TOWNSHIP INSTITUTES, TRANSFERS FROM TOWNSHIP FUND, SALARIES OF SCHOOL BOARDS, NUMBER OF CHILDREN TRANSPORTED AND COST OF TRANSPORTATION, 1914-1915.

No.	COUNTIES.	Number Township Institutes held during the Year.	Amount Paid Teachers for Attending Township Institutes.	Amount of Township Fund Used to Pay for Transfers.	Amount Paid Trustees or School Board in Towns and Cities for Managing Ed. Matters.	Number Transported.	Cost of Transportation.
1	Adams	81	$2,037 20	.....	$1,241 00	71	$1,636 25
2	Allen	153	4,170 91	$1,549 90	763 50	206	4,512 45
3	Bartholomew	107	2,192 08	2,317 20	2,687 50	478	7,643 35
4	Benton	87	3,292 51	358 00	150 00	237	9,596 05
5	Blackford	30	1,005 76	3,408 83	270 00	101	2,670 55
6	Boone	84	2,751 04	64 00	330 00	573	13,720 55
7	Brown	33	1,482 84	.....	2,500 00	.....	.....
8	Carroll	91	2,635 87	6,708 20	195 00	391	8,141 86
9	Cass	100	2,397 05	.....	4,055 00	394	10,759 05
10	Clark	73	2,283 91	.....	825 00	68	1,048 40
11	Clay	71	2,481 59	232 04	458 75	171	2,749 80
12	Clinton	100	3,132 16	126 00	3 25	665	16,441 81
13	Crawford	98	1,343 34	88 00	392 00	.....	.....
14	Daviess	62	2,388 78	1,104 80	883 75	460	5,878 10
15	Dearborn	120	1,573 86	547 60	618 05	110	2,348 66
16	Decatur	78	2,608 07	.....	199 00	629	15,090 94
17	Dekalb	104	1,764 91	1,993 07	685 75	241	4,405 90
18	Delaware	60	4,205 25	2,316 36	345 00	1,509	25,913 18
19	Dubois	77	1,631 11	No Report.	No Report.	.....	.....
20	Elkhart	121	2,838 92	1,269 00	798 00	718	13,450 89
21	Fayette	No Report.	1,292 45	35 00	150 00	296	5,397 68
22	Floyd	32	943 67	.....	1,652 00	55	1,048 50
23	Fountain	79	2,256 15	1,664 00	450 00	839	22,118 16
24	Franklin	97	1,874 87	851 50	102 00	206	5,914 62
25	Fulton	55	2,060 74	1,333 36	450 00	582	10,197 40
26	Gibson	69	3,607 46	903 35	575 00	193	3,945 79
27	Grant	100	3,245 28	.....	1,108 00	171	4,443 95
28	Greene	100	3,547 19	908 26	930 00	134	2,507 63

TOWNSHIP INSTITUTES, TRANSFERS FROM TOWNSHIP FUND, SALARIES OF SCHOOL BOARDS, NUMBER OF CHILDREN TRANSPORTED AND COST OF TRANSPORTATION, 1914-1915—Continued.

No.	COUNTIES.	Number Township Institutes held during the year.	Amount Paid Teachers for Attending Township Institutes.	Amount of Township Fund Used to Pay for Transfers.	Amount Paid Trustees or School Board in Towns and Cities for Managing Ed. Matters.	Number Transported.	Cost of Transportation.
29	Hamilton	54	$2,363 16	$297 86	$180 00	728	$12,495 88
30	Hancock	64	2,323 92	510 00	660 00	458	12,881 05
31	Harrison	75	2,310 58	.....	3.068 00	9	287 00
32	Hendricks	84	3,371 15	5,509 67	No Report.	713	13,094 50
33	Henry	92	2,767 09	1,414 06	4,352 00	873	18,651 60
34	Howard	84	2,198 46	24 00	350 00	511	10,016 20
35	Huntington	82	2,392 77	110 00	664 48	115	2,884 00
36	Jackson	74	2,201 45	.....	375 00	261	5,360 37
37	Jasper	95	1,791 68	1,137 06	1,013 33	289	8,378 19
38	Jay	84	2,565 34	1,245 50	465 00	333	4,959 34
39	Jefferson	60	1,891 78	329 00	662 00	299	4,643 88
40	Jennings	74	1,670 48	65 00	2,060 00	90	1,152 50
41	Johnson	63	2,177 89	4,575 30	235 00	562	9,166 06
42	Knox	67	3,222 43	452 00	2,750 00	1,287	17,042 79
43	Kosciusko	120	3,378 51	3,000 20	265 00	1,087	20,103 73
44	Lagrange	79	2,618 84	.....	1,434 00	645	10,829 06
45	Lake	139	2,531 45	2,899 39	3,905 70	812	22,293 85
46	Laporte	168	3,225 14	419 00	1,200 00	385	9,668 65
47	Lawrence	56	2,868 72	.....	390 00	73	1,354 00
48	Madison	99	3,212 75	3,174 96	1,010 00	323	6,143 15
49	Marion	74	4,953 20	2,752 63	2,707 00	835	14,878 25
50	Marshall	70	2,341 57	1,133 95	335 00	295	5,916 72
51	Martin	49	1,441 53	.....	150 00	2	306 50
52	Miami	105	3,373 36	1,442 96	300 00	367	7,861 80
53	Monroe	75	2,284 18	2,875 30	300 00	.....	.....
54	Montgomery	79	3,464 15	5,757 20	900 00	1,772	30,052 23
55	Morgan	86	2,507 17	3,154 63	2,014 00	308	5,475 60
56	Newton	70	1,232 15	1,292 50	362 00	79	3,455 10

57	Noble	90	2,241 02	.....	405 00	358	7,788 47
58	Ohio	18	287 38	.....	120 00	15	399 04
59	Orange	54	1,456 62	688 00	465 00	265	3,864 00
60	Owen	81	1,673 27	264 00	216 00	116	1,805 30
61	Parke	90	2,706 41	291 65	290 00	463	11,751 35
62	Perry	42	1,878 32	.....	331 00	.....	.....
63	Pike	54	2,167 53	966 89	500 00	32	691 30
64	Porter	79	3,472 16	558 00	390 00	345	10,729 80
65	Posey	78	2,429 10	2,074 27	2,876 75	272	5,680 40
66	Pulaski	83	2,268 33	.....	3,325 00	323	8,427 90
67	Putnam	86	2,618 93	1,150 09	693 00	387	8,455 03
68	Randolph	89	2,831 10	967 00	3,897 80	2,144	27,629 62
69	Ripley	113	2,142 58	772 15	265 00	147	1,627 01
70	Rush	94	2,824 06	866 50	300 00	717	15,511 31
71	Scott	30	832 11	.....	30 00	106	1,572 95
72	Shelby	88	2,903 23	950 94	636 00	572	10,822 70
73	Spencer	58	2,148 29	639 00	239 88	68	1,509 15
74	Starke	70	1,629 53	224 00	154 00	473	6,039 40
75	St. Joseph	104	3,259 83	1,676 24	1,983 06	191	4,534 65
76	Steuben	68	1,317 97	116 00	609 00	236	6,684 47
77	Sullivan	57	2,303 12	128 24	517 00	770	9,783 35
78	Switzerland	35	1,251 62	578 48	130 00	14	383 00
79	Tippecanoe	99	3,279 08	.....	1,080 00	1,386	31,864 87
80	Tipton	42	2,002 21	.....	300 00	283	4,866 65
81	Union	15	1,123 27	.....	170 00	180	4,960 50
82	Vanderburgh	60	2,372 72	2,137 40	1,200 00	55	2,335 35
83	Vermillion	38	2,604 13	1,706 20	417 00	543	8,808 26
84	Vigo	87	4,614 15	395 28	2,500 00	373	5,048 80
85	Wabash	56	3,189 89	793 23	2,300 00	955	23,016 75
86	Warren	85	1,774 26	432 00	2,665 00	271	7,837 43
87	Warrick	59	2,465 80	1,927 50	934 90	57	814 67
88	Washington	85	2,092 28	2,046 00	1,857 00	103	1,459 44
89	Wayne	133	2,157 32	.....	1,162 60	1,044	25,035 25
90	Wells	62	2,905 90	897 35	225 00	279	5,694 37
91	White	77	2,192 43	.....	30 00	372	10,925 95
92	Whitley	70	1,724 49	751 10	410 00	420	7,719 57
	Total	7,112	$220,866 31	$95,348 15	$88,451 05	37,344	$747,011 58

TOWNSHIP AND CITY INSTITUTES, 1915-1916.

No.	COUNTIES.	Number Township Institutes.	Number City Institutes.	Total.	Amount Paid Teachers Attending Township Institutes.	Amount Paid Teachers Attending City Institutes.	Total
1	Adams	89	9	98	$2,125 52	$845 96	$2,971 48
2	Allen	161	.....	161	4,280 87	.....	4,280 87
3	Bartholomew	98	9	107	2,167 70	2,298 94	4,466 64
4	Benton	93	.....	93	3,555 39	.....	3,555 39
5	Blackford	32	9	41	1,119 40	1,591 46	2,710 86
6	Boone	84	8	92	2,689 81	1,253 19	3,943 00
7	Brown	33	.....	33	1,209 22	.....	1,209 22
8	Carroll	91	9	100	2,667 18	583 35	3,250 53
9	Cass	100	9	109	2,365 83	3,765 18	6,131 01
10	Clark	75	.....	75	2,228 95	.....	2,228 95
11	Clay	67	.....	67	7,122 16	.....	7,122 16
12	Clinton	101	9	110	3,130 17	2,059 18	5,189 35
13	Crawford	63	.....	63	1,213 80	.....	1,213 80
14	Daviess	65	9	74	2,319 56	1,627 47	3,947 03
15	Dearborn	100	18	118	1,528 61	1,477 49	3,006 10
16	Decatur	71	9	80	2,499 23	1,247 90	3,747 13
17	Dekalb	105	11	116	1,723 50	605 23	2,328 73
18	Delaware	148	18	166	4,186 77	5,262 07	9,448 84
19	Dubois	72	8	80	2,035 99	.....	2,035 99
20	Elkhart	123	18	141	3,095 57	5,478 37	8,573 94
21	Fayette	21	9	30	1,133 41	1,476 00	2,609 41
22	Floyd	32	9	41	778 05	3,194 27	3,972 32
23	Fountain	81	25	106	2,329 60	1,552 73	3,882 33
24	Franklin	97	9	106	1,927 70	.....	1,927 70
25	Fulton	56	9	65	2,445 05	1,077 25	3,522 30
26	Gibson	85	8	93	3,806 53	.....	3,806 53
27	Grant	95	9	104	3,446 90	4,204 24	7,651 14
28	Greene	100	15	115	3,667 46	1,178 96	4,846 42

29	Hamilton	60	9	69	2,584 00	1,123 90	3,707 90
30	Hancock	66	8	74	2,404 86	1,188 67	3,593 53
31	Harrison	79	.....	79	2,354 30	.....	2,354 30
32	Hendricks	84	.....	84	3,545 69	.....	3,545 69
33	Henry	92	9	101	2,742 83	.....	2,742 83
34	Howard	81	9	90	2,506 39	3,274 22	5,780 61
35	Huntington	84	8	92	2,582 01	2,142 20	4,724 21
36	Jackson	76	9	85	2,397 47	1,104 63	3,502 10
37	Jasper	94	.....	94	1,900 98	.....	1,900 98
38	Jay	84	17	101	2,491 63	1,631 02	4,122 65
39	Jefferson	59	9	68	1,784 65	1,347 24	3,131 89
40	Jennings	80	9	89	1,692 48	572 68	2,265 16
41	Johnson	62	8	70	2,300 30	1,000 42	3,300 72
42	Knox	68	16	84	3,324 78	3,451 85	6,776 63
43	Kosciusko	122	9	131	3,836 54	982 25	4,818 79
44	Lagrange	79	.....	79	2,809 08	.....	2,809 08
45	Lake	90	9	99	2,520 46	4,826 35	7,346 81
46	Laporte	168	18	186	3,473 48	5,162 22	8,635 70
47	Lawrence	57	7	64	2,892 17	521 76	3,413 93
48	Madison	100	18	118	3,462 42	4,772 80	8,235 22
49	Marion	65	9	74	5,020 22	.....	5,020 22
50	Marshall	71	9	80	2,382 80	923 88	3,306 68
51	Martin	48	8	56	1,116 36	324 48	1,440 84
52	Miami	98	7	105	3,198 75	1,674 75	4,873 50
53	Monroe	77	9	86	2,073 17	2,380 00	4,453 17
54	Montgomery	78	9	87	2,986 55	2,367 80	5,354 35
55	Morgan	87	9	96	2,682 13	1,522 25	4,204 38
56	Newton	70	.....	70	1,275 19	.....	1,275 19
57	Noble	90	9	99	2,603 97	1,086 95	3,690 92
58	Ohio	18	8	26	292 94	349 53	642 47
59	Orange	55	.....	55	1,531 43	.....	1,531 43
60	Owen	81	.....	81	1,598 25	.....	1,598 25
61	Parke	90	.....	90	3,147 87	.....	3,147 87
62	Perry	42	18	60	1,780 36	814 44	2,594 80
63	Pike	52	.....	52	2,074 88	.....	2,074 88
64	Porter	89	9	98	3,529 10	1,568 31	5,097 41
65	Posey	79	9	88	2,475 94	593 79	3,069 73
66	Pulaski	84	.....	84	2,147 38	.....	2,147 38
67	Putnam	85	9	94	2,241 35	.....	2,241 35
68	Randolph	81	9	90	2,524 04	729 49	3,253 53

TOWNSHIP AND CITY INSTITUTES, 1915-1916.—Continued.

No.	COUNTIES.	Number Township Institutes.	Number City Institutes.	Total.	Amount Paid Teachers Attending Township Institutes.	Amount Paid Teachers Attending City Institutes.	Total.
69	Ripley	78	9	87	$2,052 39	$187 83	$2,240 22
70	Rush	96	9	105	2,778 83	1,329 75	4,108 58
71	Scott	30	.....	30	859 38	.....	859 38
72	Shelby	85	9	94	2,819 30	2,173 08	4,992 38
73	Spencer	57	9	66	1,664 64	660 96	2,325 60
74	Starke	68	.....	68	1,725 19	.....	1,725 19
75	St. Joseph	104	18	122	3,190 37	13,918 99	17,109 36
76	Steuben	90	1	91	1,736 84	.....	1,736 84
77	Sullivan	58	.....	58	2,088 29	.....	2,088 29
78	Switzerland	35	7	42	1,241 87	372 40	1,614 27
79	Tippecanoe	98	9	107	3,796 61	4,392 27	8,188 88
80	Tipton	43	9	52	2,101 25	.....	2,101 25
81	Union	48	.....	48	1,107 80	.....	1,107 80
82	Vanderburgh	57	.....	57	2,091 81	.....	2,091 81
83	Vermillion	40	9	49	3,047 00	1,562 68	4,609 68
84	Vigo	88	.....	88	4,748 49	.....	4,748 49
85	Wabash	56	9	65	3,275 50	.....	3,275 50
86	Warren	84	.....	84	2,104 87	.....	2,104 87
87	Warrick	61	9	70	2,302 40	877 51	3,179 91
88	Washington	78	.....	78	1,912 96	.....	1,912 96
89	Wayne	105	9	114	2,306 10	5,521 76	7,827 86
90	Wells	63	4	67	3,050 68	521 81	3,572 49
91	White	78	9	87	2,390 04	679 41	3,069 45
92	Whitley	70	9	79	1,848 74	799 38	2,648 12
	Total	7,133	687	7,820	$229,330 48	$121,214 95	$350,545 43

NUMBER OF CHILDREN TRANSPORTED AND AMOUNT EXPENDED FOR TRANSPORTATION DURING 1915-16; ALSO AMOUNT OF TOWNSHIP FUND USED TO PAY TRANSFERS SINCE JULY 31, 1915.

No.	COUNTIES.	Number of Children Transported at Township Expense.	Amount Expended by Township Trustee for Transportation.	Amount of Township Fund Used to to Pay for Transfers Since July 31, 1915.
1	Adams	64	$1,208 15	$761 82
2	Allen	348	6,920 91	1,197 50
3	Bartholomew	524	8,741 50	1,751 14
4	Benton	244	10,575 55	584 04
5	Blackford	127	3,151 70	.....
6	Boone	671	12,280 10	549 45
7	Brown	.....	.....	.....
8	Carroll	563	11,378 88	1,779 69
9	Cass	423	10,681 95	932 67
10	Clark	127	1,913 40	220 48
11	Clay	169	3,109 70	700 00
12	Clinton	1,110	18,988 26	3,348 21
13	Crawford	.....	.....	.....
14	Daviess	554	6,421 92	1,232 16
15	Dearborn	104	2,240 35	699 58
16	Decatur	655	14,386 90	4,644 29
17	Dekalb	281	5,462 08	2,055 94
18	Delaware	1,790	25,573 50	804 80
19	Dubois	.....	.....	987 31
20	Elkhart	764	12,215 06	1,154 31
21	Fayette	315	5,681 45	1,396 05
22	Floyd	106	1,890 15	590 25
23	Fountain	1,010	22,949 73	2,746 92
24	Franklin	242	6,216 50	747 35
25	Fulton	590	11,232 00	1,204 82
26	Gibson	283	5,326 60	2,795 01
27	Grant	217	4,582 95	1,776 12
28	Greene	192	2,731 20	1,255 04
29	Hamilton	661	12,993 85	5,988 87
30	Hancock	658	14,011 95	43 40
31	Harrison	10	200 00	.....
32	Hendricks	937	14,384 98	3,058 11
33	Henry	1,064	20,536 74	5,892 88
34	Howard	475	9,609 56	301 74
35	Huntington	106	2,330 45	46 75
36	Jackson	292	5,594 47	500 00
37	Jasper	357	9,215 39	1,735 28
38	Jay	324	5,191 02	1,168 59
39	Jefferson	322	4,731 45	675 30
40	Jennings	100	1,307 50	1,276 62
41	Johnson	620	11,499 74	6,583 74
42	Knox	1,202	17,927 10	1,602 00
43	Kosciusko	1,331	26,660 00	2,076 66
44	Lagrange	669	12,067 18	1,646 00
45	Lake	792	22,274 93	862 94
46	Laporte	549	12,756 97	1,508 44
47	Lawrence	111	1,790 65	472 20
48	Madison	304	8,698 35	4,305 14

NUMBER OF CHILDREN TRANSPORTED AND AMOUNT EXPENDED FOR TRANSPORTATION DURING 1915-16; ALSO AMOUNT OF TOWNSHIP FUND USED TO PAY TRANSFERS SINCE JULY 31, 1915—Continued.

No.	COUNTIES.	Number of Children Transported at Township Expense.	Amount Expended by Township Trustee for Transportation.	Amount of Township Fund Used to to Pay for Transfers Since July 31, 1915.
49	Marion	1,825	$14,890 10	$5,020 22
50	Marshall	276	5,659 67	.....
51	Martin	3	130 90	172 00
52	Miami	533	11,412 22	1,742 08
53	Monroe	.....	.....	2,316 18
54	Montgomery	1,686	32,035 00	3,681 71
55	Morgan	348	5,944 89	4,768 82
56	Newton	137	4,727 10	469 91
57	Noble	415	9,207 97	432 73
58	Ohio	16	690 00	.....
59	Orange	.....	.....	1,531 43
60	Owen	156	2,392 00	472 49
61	Parke	545	14,062 56	165 88
62	Perry	.....	.....	.....
63	Pike	19	359 18	1,672 51
64	Porter	398	11,157 50	543 39
65	Posey	299	5,471 65	1,101 42
66	Pulaski	353	7,085 93	.....
67	Putnam	412	8,860 40	2,075 39
68	Randolph	2,213	28,748 77	801 33
69	Ripley	128	1,740 95	1,483 95
70	Rush	904	181798 37	928 23
71	Scott	142	1,941 04	.....
72	Shelby	558	10,356 00	3,286 43
73	Spencer	118	1,913 50	22,325 00
74	Starke	541	7,831 02	950 00
75	St. Joseph	164	4,656 11	7,040 25
76	Steuben	216	6,119 30	833 22
77	Sullivan	873	10,736 66	.....
78	Switzerland	11	198 85	208 50
79	Tippecanoe	1,649	34,089 04	508 25
80	Tipton	323	6,466 53	1,131 52
81	Union	239	4,824 50	788 50
82	Vanderburgh	122	2,472 79	2,259 67
83	Vermillion	493	8,985 20	3,117 73
84	Vigo	439	5,694 30	2,792 73
85	Wabash	1,262	28,085 13	1,881 81
86	Warren	330	10,717 75	408 02
87	Warrick	53	672 75	4,845 02
88	Washington	130	1,401 49	1,324 61
89	Wayne	1,084	25,113 15	1,109 83
90	Wells	292	6,279 50	3,002 86
91	White	419	12,090 90	3,878 39
92	Whitley	339	6,933 25	1,020 06
	Total	42,820	$810,596 69	$167,743 68

AMOUNT PAID SCHOOL BOARDS FOR MANAGING EDUCATIONAL AFFAIRS, 1915-1916.

No.	COUNTIES.	Towns.	Cities.	County.
1	Adams	$90 00	$225 00	$315 00
2	Allen	15 00	750 00	765 00
3	Bartholomew	114 00	550 00	664 00
4	Benton	150 00	.....	150 00
5	Blackford	.....	310 00	310 00
6	Boone	180 00	150 00	330 00
7	Brown	21 00	.....	21 00
8	Carroll	75 00	120 00	195 00
9	Cass	75 00	530 00	605 00
10	Clark	534 00	300 00	834 00
11	Clay	325 34	300 00	625 34
12	Clinton	.....	325 00	325 00
13	Crawford	283 00	.....	283 00
14	Daviess	36 00	400 00	436 00
15	Dearborn	260 00	300 00	560 00
16	Decatur	103 00	150 00	253 00
17	Dekalb	288 80	422 00	710 80
18	Delaware	120 00	225 00	345 00
19	Dubois	98 00	160 00	258 00
20	Elkhart	54 00	750 00	804 00
21	Fayette	.....	80 05	80 05
22	Floyd	21 00	450 00	471 00
23	Fountain	.....	450 00	450 00
24	Franklin	113 00	.....	113 00
25	Fulton	150 00	300 00	450 00
26	Gibson	75 00	500 00	575 00
27	Grant	516 14	540 00	1,056 14
28	Greene	464 00	450 00	914 00
29	Hamilton	.....	180 00	180 00
30	Hancock	90 00	120 00	210 00
31	Harrison	No report.		
32	Hendricks	450 00	.....	450 00
33	Henry	270 00	300 00	570 00
34	Howard	.....	350 00	350 00
35	Huntington	226 35	450 00	676 35
36	Jackson	90 00	300 00	390 00
37	Jasper	85 00	160 00	245 00
38	Jay	240 00	275 00	515 00
39	Jefferson	.....	600 00	600 00
40	Jennings	35 00	.....	35 00
41	Johnson	185 00	150 00	335 00
42	Knox	.....	1,055 00	1,055 00
43	Kosciusko	92 50	175 00	267 50
44	Lagrange	175 00	.....	175 00
45	Lake	1,651 40	2,724 76	4,376 16
46	Laporte	.....	1,200 00	1,200 00
47	Lawrence	.....	390 00	390 00
48	Madison	440 00	625 00	1,065 00

AMOUNT PAID SCHOOL BOARDS FOR MANAGING EDUCATIONAL AFFAIRS, 1915-1916—Continued.

No.	COUNTIES.	Towns.	Cities.	County.
49	Marion	$146 00	No report.	$146 00
50	Marshall	290 00	$100 00	390 00
51	Martin	78 00	75 00	153 00
52	Miami	105 00	200 00	305 00
53	Monroe	.....	300 00	300 00
54	Montgomery	.....	425 00	425 00
55	Morgan	120 00	150 00	270 00
56	Newton	387 00	.....	387 00
57	Noble	105 00	300 00	405 00
58	Ohio	.....	120 00	120 00
59	Orange	465 00	.....	465 00
60	Owen	231 00	.....	231 00
61	Parke	170 00	.....	170 00
62	Perry	41 00	290 00	331 00
63	Pike	150 00	.....	150 00
64	Porter	.....	300 00	300 00
65	Posey	9 00	400 0	409 00
66	Pulaski	150 00	.....	150 00
67	Putnam	195 00	212 50	407 50
68	Randolph	162 50	300 00	462 50
69	Ripley	172 00	135 00	307 00
70	Rush	100 00	300 00	400 00
71	Scott	15 00	.....	15 00
72	Shelby	.....	666 00	666 00
73	Spencer	113 76	100 00	213 76
74	Starke	150 00	.....	150 00
75	St. Joseph	90 00	1,940 00	2,030 00
76	Steuben	150 00	225 00	375 00
77	Sullivan	442 00	75 00	517 00
78	Switzerland	25 00	108 00	133 00
79	Tippecanoe	180 00	600 00	780 00
80	Tipton	.....	300 00	300 00
81	Union	180 00	.....	180 00
82	Vanderburgh	.....	1,200 00	1,200 00
83	Vermillion	117 00	300 00	417 00
84	Vigo	.....	2,500 00	2,500 00
85	Wabash	150 00	300 00	450 00
86	Warren	180 00	.....	180 00
87	Warrick	No report.		
88	Washington	301 00	.....	301 00
89	Wayne	419 96	800 00	1,219 96
90	Wells	.....	225 00	225 00
91	White	No report.		
92	Whitley	195 00	225 00	420 00
	Total	$13,976 75	$30,963 31	$44,940 06

LIBRARIES, 1915-1916.

No.	COUNTIES.	Number Volumes in Townships, Town and City Libraries.	Number of Volumes Added to Libraries Within the Year.	Number of Members Y. P. R. C. 1915-1916.
1	Adams	19,266	794	2,615
2	Allen	76,473	5,723	3,192
3	Bartholomew	20,322	571	.....
4	Benton	17,260	1,120	437
5	Blackford	5,138	129	.....
6	Boone	17,754	50	470
7	Brown	500	20	.....
8	Carroll	15,500	1,450	950
9	Cass	30,737	3,260	1,461
10	Clark	14,645	700	3,525
11	Clay	1,918	238	660
12	Clinton	16,013	2,800	.....
13	Crawford	.....	.....	2,228
14	Daviess	13,923	401	224
15	Dearborn	18,636	1,065	514
16	Decatur	17,093	892	1,244
17	Dekalb	9,216	556	460
18	Delaware	43.999	3,427	448
19	Dubois	3,538	494	2,713
20	Elkhart	40.036	1,799	.....
21	Fayette	12.332	585	980
22	Floyd	24,274	1,048	.....
23	Fountain	3.152	344	.....
24	Franklin	18,354	1,185	2,066
25	Fulton	15,106	1,553	.....
26	Gibson	14,177	288	948
27	Grant	17,463	1,311	.....
28	Greene	11,195	956	.....
29	Hamilton	6.344	68	.....
30	Hancock	7,697	236	3,102
31	Harrison	564	29	.....
32	Hendricks	17,589	1,772	2,733
33	Henry	14,526	678	150
34	Howard	21,691	1,236	1,155
35	Huntington	35,392	1,910	175
36	Jackson	8,563	1,004	1,069
37	Jasper	21,440	1,858	988
38	Jay	5,386	1,394	.....
39	Jefferson	11,006	182	540
40	Jennings	2,431	106	1,554
41	Johnson	12,025	243	717
42	Knox	17,898	958	959
43	Kosciusko	23,943	1,803	2,887
44	Lagrange	3,820	286	.....
45	Lake	120,036	17,112	1,177
46	Laporte	64,177	3,106	347
47	Lawrence	2,200	200	.....
48	Madison	4,208	816	351

LIBRARIES, 1915-1916—Continued.

No.	COUNTIES.	Number Volumes in Township, Town and City Libraries.	Number of Volumes Added to Libraries Within the Year.	Number of Members Y. P. R. C. 1915-1916.
49	Marion	217,024	12,824	969
50	Marshall	15,680	603	597
51	Martin	.....	75	.....
52	Miami	17,875	1,305	1,301
53	Monroe	4,613	221	1,478
54	Montgomery	21,486	921	.....
55	Morgan	12,950	2,175	.....
56	Newton	15,940	932	605
57	Noble	22,222	1,305	10
58	Ohio	1,817	3	.....
59	Orange	3,463	100	.....
60	Owen	2,140	41	131
61	Parke	No report.		
62	Perry	15,735	1,201	1,640
63	Pike	570	115	.....
64	Porter	20,133	1,215	207
65	Posey	29,357	615	312
66	Pulaski	19,456	1,403	1,725
67	Putnam	16,969	729	.....
68	Randolph	26,588	1,915	2,954
69	Ripley	7,158	617	541
70	Rush	9,809	450	259
71	Scott	1,945	45	550
72	Shelby	18,567	772	2,985
73	Spencer	3,086	221	434
74	Starke	11,969	1,139	2,068
75	St. Joseph	37,204	1,827	.....
76	Steuben	5,423	200	.....
77	Sullivan	17,155	1,862	2,801
78	Switzerland	2,125	150	.....
79	Tippecanoe	36,988	1,151	.....
80	Tipton	7,080	446	371
81	Union	10,501	877	980
82	Vanderburgh	328	.....	.....
83	Vermillion	3,892	570	.....
84	Vigo	62,419	4,973	1,325
85	Wabash	12,626	654	.....
86	Warren	4,405	346	.....
87	Warrick	13,557	13,996	.....
88	Washington	3,587	352	913
89	Wayne	30,268	3,521	1,516
90	Wells	No report.		
91	White	7,490	156	2
92	Whitley	25,345	2,390	.....
	Total	1,695,901	132,169	69,712

BULLETINS ISSUED BY THE DEPARTMENT OF PUBLIC INSTRUCTION.

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*No. 2. Tentative Course of Study, Vocational Series No. 1, Parts 1, 2, 3.
*No. 3. Status of Vocational Work, Voc. Series No. 2.
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*No. 19. Industrial Arts Course of Study, Voc. Series No. 12.
No. 20. Domestic Science Course of Study, Voc. Series. No. 13.
*No. 21. License Circular, 1916.
*No. 22. Agriculture—Home Project Work, Voc. Series No. 14.
No. 23. Township and City Institute Outline, 1916-17.
*No. 24. Elementary Course of Study, 1916-17.
No. 25. High School Course of Study, 1916-17.
* School Laws Enacted by the General Assemblies of 1913 and 1915.
Uniform Text Book Laws of the State of Indiana, 1916.

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*The supply of these bulletines is entirely exhausted.

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